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Nothing will serve us and future generations better than maintaining good schools and training the youth. — MARTIN LUTHER.

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LUTHERAN EDUCATION

CONTINUING THE LUTHERAN SCHOOL JOURNAL

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EDITORIALS

Defenders of the Truth Eighty thousand people were standing in the open country waiting for the re-appearance of a vision of the Virgin Mary. This sounds like something which might have happened in Europe during the Middle Ages, when the masses were steeped in superstition. But we recall that this incident took place on a farm in the State of Wisconsin and made the headlines of our country's leading dailies on August 15, 1950.

Science has not displaced superstition. Particularly in realms where science is inoperative, superstition flourishes.

Since the time of Eve, man has been tempted to want to be God or aspired to extraordinary associations with God. He wants to have the distinction of being the intermediary for non-Scriptural revelations.

It is fitting at this time that we again reflect seriously on the work of Martin Luther, who directed man to the only source of truth, Holy Writ. He swept aside the accumulated hodge-podge of human creations which had besmudged man's spiritual point of view. Very appropriately our Board for Parish Education suggests as the topic for this month to color our various educational activities in the local parish: "The Church as the Defender of Truth."

Those of us in positions of leadership in our congregations and in the church at large have a tremendous responsibility. Our responsibility is not restricted to the expounding of the pure doctrines of Scripture as they are presented in our Catechism. While teaching the Word in its truth and purity is vitally important, we must guard against merely giving understanding about the *means* of grace. Our learners, young and old, must be led to the realization that grace itself is to be appropriated by faith and to be reflected in every phase of the Christian's life. That is truth.

The Savior testified to this truth by word and deed. To be identified with Him requires hearing His voice and following Him. Pilate did not understand this. You and I, by the grace of God, have this understanding.

The central thought suggested for our educational activities during the present month provides us with a splendid opportunity for taking an inventory. First of all, let us inquire to what extent we are living defenders of the truth.

Then let us determine what conscious and constant efforts we make to become ever more effective instruments of God's Holy Spirit so that our charges — be they in school, in Sunday school, in Bible class, in adult organizations, in the pews, or in the college classrooms — become ever more conspicuous as living defenders of the truth.

T. K.

The Productive Age When people reach the age of seventy, they are disposed to write articles about the glorious achievements of those who painted pictures, wrote poems, or produced symphonies of superior quality when they were in the upper-age brackets. People in the twenties counter with similar accomplishments of those at their age level. The question arises "What is the most important age?" The answer is: "The age you happen to be." There is no purpose in insisting on not doing effective work because of the age factor. Wishful thinking is wasteful. Action is necessary on the part of everybody, young and old.

However, as efficiency vacillates during the day or during the week, so it does during the life of a human being. Someone at one time said that "occupational obsolescence sets in at forty-five and becomes full blown at sixty-five." When a call is extended to a teacher or a pastor, the age factor receives consideration. If a candidate is over forty-five, ordinarily there is some shrugging of shoulders and raising of eyebrows. It is often said that what you are at the age of forty-five largely determines the nature of your career. There is a tendency in the direction of forced retirement at seventy. This has been applied to synodical personnel.

It is usually assumed that 20-64 are the productive years. People who are either younger or older will dispute this point sharply. Of course, there are exceptions, but not all people in those age categories are. A point to remember is that the percentage of people in our country below twenty and over sixty-four is increasing. In 1900, persons sixty-five and over accounted for ten per cent of the population. Now it is twenty per cent. There are at present sixty-eight children to every one hundred men and women in the working age. In 1943 it was sixty-three. It seems apparent that the dependent population of the United States is increasing. About seventy per cent of the people in the United States over sixty-five are dependent in total or in part on relatives or community funds.

Schools will have to assume primary responsibility for the increased number of juveniles. However, the working people seem to be unwilling to give the necessary support. They refuse to enter the teaching profession. Why? The basic answer is — money. Furthermore, they refuse to provide money in amounts adequate for good equipment and well-trained teachers. Unless the working population has a change of heart, the future does not look bright.

How about those who are over sixty-five? Social security benefits have recently been increased. Pension patterns are constantly being revised. Are those the complete answers to problems associated with the aged? Obviously

not. It seems ridiculous to classify all of these people as non-productive. Many of them can make significant contributions to human welfare. The big task before us is to find ways and means in which this can be achieved. Has the working population done this? No! Has the working population given evidence that it is willing to provide adequately for dependents over sixty-five? No! Unless the working population has a change of heart, the future does not look bright.

Just because people are in the 20-64 age category, it does not mean that they are significantly productive. That thought also applies to people who render professional services to the Church. A university dean once stated: "You Lutherans are strange people. You go to school most of your lives and then apparently produce little or nothing." There may be some truth in his remark. To achieve acceptable academic rank, many professors go to school up to the age of obsolescence and then contribute little or nothing to published thought.

It is urgent for the Church to create a stockpile of well-educated people. Competent young men and women should be selected for academic advancement. If a person aspires to a Ph. D., this should be achieved prior to the age of thirty-five. He is then still young enough to make a real contribution to human thought and action. His ten most productive years are before him. He has both the physical stamina and the courage to move ahead. He will have to start slowing down at forty-five, but he is not burned out. Shall we try it? Let us look forward to a large group of people in the productive age who can and will produce.

H. G.

Understanding Other People World geography, foreign languages, anthropology, have been advocated as important subject-matter areas for the curriculum of the schools in the second half of the twentieth century. We are living in the air age, and we speak of our world community. Flying the Hump, the Berlin airlift, the transport of supplies to the Korean front, are some of the highlights of the air age — important because they are spectacular demonstrations of the possibilities of aviation. Children must be air-conditioned and develop a world consciousness.

The political and economic leadership of the United States demands an understanding of other people by the citizens of this country. The Greeks called other people "barbarians," and the Americans are ready to dismiss all non-Americans as "foreigners." Such a bland dismissal does not make for an understanding of other people.

Because the world has become a community and because of the leadership role of our country we can readily agree that one of the goals of education should be an understanding of other people. Christian education will readily find another reason for promoting this understanding. The centuries-old Commission given to the Church, the brotherhood of faith that transcends

racial and geographic and cultural boundaries, the paramount importance of Kingdom work extending to the uttermost parts of the earth, demand an understanding of other people.

Specific subject-matter areas are of little importance provided that this objective is reached. The objective, however, should not be lost sight of because of a zeal to put over the specific subject matter. C. S. M.

Congratulations Two eminent musicians of The Lutheran Church—Missouri Synod were honored with well-deserved tributes by *Diapason* during the current year. In the January issue the life and activities of Professor H. C. Gaertner, Concordia Teachers College, River Forest, Ill., were described. Professor Theodore G. Stelzer, Concordia Teachers College, Seward, Nebr., was eulogized in the June issue.

Professor Gaertner is one of the Church's sincerest servants. He has been and still is a voracious student. He has an infinite amount of patience and time for any student who is willing to learn. His modesty should be an example for everyone.

Professor Stelzer, the editor of the Music Department of LUTHERAN EDUCATION, is one of the Church's most competent servants. He holds two Bachelor, one Master, and two Doctor degrees. In the interest of service he has raised his head high enough above the masses to become a target. Professor Stelzer has the courage to speak publicly and publish his opinions. When this eminent musician and educator writes or speaks, it is to one's advantage to look or listen.

LUTHERAN EDUCATION congratulates two of its most prolific contributors, Professors Gaertner and Stelzer. H. G.

John Doe, O. A. T. The term John Doe, according to traditional usage, is one that represents your name and mine. The letters O. A. T. represent the only academic title many of us have. It is one that all of us who are active in the work of Christian elementary and secondary education should have, however, even though some may carry an A. B., an M. S., a Ph. D., or even a D. D. along with it.

At a District conference, not many years ago, a group of men had gathered outside after sessions. They were discussing the academic achievements of certain ones in the group. One of them, an old seasoned teacher and a scholar if there ever was one, was asked if he had a degree. He replied: "Of course! My degree is O. A. T., and I am very proud of it." After a few quizzical glances on the part of the others, he explained that the letters meant *Only a Teacher*.

A young man recently went to the Office of Education in his State to apply for an elementary certificate. Upon entering he said: "I want to get a teaching license."

"Secondary level?" asked the official in charge.

"No," replied the young man, hesitantly, "I am only an elementary teacher."

"*Only* an elementary teacher!" replied the official. "My congratulations to you, young man. You are one of the most important people in America."

Our secular neighbors are beginning to realize that the work of elementary education is not for those who can't make the grade to a higher level, but that it is a work which requires the best talent and effort available. Yet many of us on whom the Lord has bestowed this talent often look over into pastures that are apparently greener, and we develop a longing to graze in them. A few of us, men particularly, who have been teaching in the primary grades for a number of years, often feel that we should rise above that level of work. But why should we? We would not deem it below our dignity to be classed among the few best pediatricians in the country. Isn't it even more honorable to be classed among the few men who well may be called "pediatricians" in the spiritual realm?

We do not wish to discount the great value of continuing our education and securing degrees. This practice adds greatly to our prestige in the community, and the day may soon come when it will take a Bachelor's degree, at least, to maintain this prestige in any part of the United States. With all our study and striving, however, let us ever be mindful of the words of Solomon: "Wisdom is the principal thing; therefore get wisdom; and with all thy getting, get understanding" (Prov. 4:7).

If we get understanding, we will use our wisdom in the way that will best redound to God's glory, whether it be in a primary classroom in a rural community or in the administrative office of a large college. Then, if the Lord should choose us for one of those tasks which tradition has taught us to look upon as a "higher position," we will always keep before us the fact that this task is only another phase of the work being done down in the primary grades by the man with only an O. A. T. degree. C. O. KELLER

IN DEFENSE OF MARTIN LUTHER. — Dean Inge understands Martin Luther no better at ninety than he did at eighty. An inveterate and bitter critic of Martin Luther, a man who restored evangelical Christianity to the world, Dean Inge has repeated the false notion that Martin Luther advocated complete submission to the State and was responsible for the rise of Adolf Hitler four hundred years later.

Adolf Hitler was not a Lutheran. Martin Luther, had he been alive, would have protested against the wrongs of Nazism, as many Lutheran clergymen and laymen of Europe did, and suffered imprisonment and death for their heroic confession.

Martin Luther himself rebuked the rulers of his time on more than one occasion for disregarding the Law of God and for oppressing the common people.

Government which respects God's Law, and people who obey that Law, had a friend in Martin Luther. He was the enemy of lawlessness, whether perpetrated by government or by the average citizen.

Dean Inge's statements about Luther constitute a travesty upon the man and the cause of liberty, for which he labored so valiantly and so successfully. — DR. JOHN W. BEHNKEN in reply to criticism of Martin Luther by Dean Inge.

Intercultural Religious Education

W. A. POEHLER

This article is not a review of all the literature pertaining to anti-Negro attitudes. Nor does it review all the literature on religious prejudice. It does not even presume to review all the literature pertaining to religious prejudice against the Negro. Rather the scope of this presentation shall be that part of anti-Negro prejudice in religious literature which is based on a false interpretation of Gen. 9:25-27. It is the contention of this writer that a false interpretation of Gen. 9:25-27 is still a strong factor in producing religious bias in Negro-white relations among church people. To this end, then, the writer proposes to demonstrate that religious writers still contend, on the basis of insufficient Biblical evidence, that the Negro owes his "inferior" position to the fact that a "curse" rests upon him. The writer proposes to show secondly what the proper Biblical explanation of Gen. 9:25-27 is from the writings of leading authorities in Semitics, and that this agrees fully with the findings of anthropology and psychology. Finally, the writer proposes to show what needs to be done by the Church to change the attitudes so widely held by church people against the Negro.

I

MISUSE OF SCRIPTURE TO SUPPORT ANTI-NEGRO PREJUDICE

The Scripture reference most commonly used to condemn the modern Negro to a position of servitude and inferiority is Gen. 9:25-27: "And he [Noah] said: Cursed be Canaan; a servant of servants shall he be unto

his brethren. And he said: Blessed be the Lord God of Shem; and Canaan shall be his servant. God shall enlarge Japheth, and he shall dwell in the tents of Shem; and Canaan shall be his servant."

Preceding and during the Civil War many Southern divines preferred to give this Bible passage a wholly wrong slant to bolster up the arguments for slavery of the Negro. From the vast array of literature from this period only one example will be quoted here, taken from a book published in 1853 by a Rev. Josiah Priest. Unblushingly he quotes Gen. 9:24-27 as follows. The parentheses are in the original quotation, placed there by Josiah Priest. "And Noah awoke from his wine, and knew what his younger son had done unto him; and he said, Cursed be Canaan (Ham); a servant of SERVANTS shall he be unto his brethren. And he said, Blessed be the Lord of Shem; and Canaan (Ham) shall be his servant. God shall enlarge Japheth, and he shall dwell in the tents of Shem; and Canaan (Ham) shall be his servant."¹ This translation or parenthetical commentary is defended very glibly in this manner: "But lest the reader should become perplexed, respecting the *application* of this anathema, on account of the text referred to being, in the English, '*cursed Canaan*,' instead of '*cursed Ham*,' as it

¹ *Bible Defense of Slavery; or the Origin, History, and Fortunes of the Negro Race*, by Josiah Priest, A. M., Sixth Stereotype Edition, Glasgow, Ky., published by Rev. W. S. Brown, M. D., 1853, p. 91.

should have been translated; we state that the *Arabic* copy of the book of Genesis, which is a language of equal authority with the *Hebrew* and *originally* the very same, reads, 'cursed Ham,' the father of Canaan, a servant of servants shall he be unto his brethren. In this sense it has ever been understood by all commentators in every age, on the sacred writings."²

It will be sufficient to show that the first Arabic translation of the Old Testament was made during the lifetime of Saadia, an Egyptian Jew who died 842 A. D., and that the Arabic Bible now in use was completed in the seventeenth century.³ The Arabic Bible is a translation of the Hebrew, and to the extent that it substituted Ham for Canaan it is as much a mistranslation of the original as Josiah Priest's parentheses.

The final authority on what Moses wrote in Gen. 9:25-27 is the Hebrew Old Testament. There is no extant Hebrew manuscript or Hebrew Bible that substitutes Ham for Canaan in this text. Rudolph Kittel, whose edition is standard in America and Europe, and whose critical apparatus is accepted as reliable, gives this text as translated in the King James Version as the unquestioned original version.⁴

However, the implications of Priest's mistranslation and misinterpretation have come down to present

times. A selected list of references taken from a theological library will bear this out.

F. Rupprecht, in his *Bible History References*, writes: "A servant of servants — Ham's descendants became the slaves first of the descendants of Shem (of the Arabians and the children of Israel — and most of the Canaanitish people were annihilated in the days of Joshua) and later of the descendants of Japheth, in Africa."⁵

Georg Stoeckhardt, in his *Biblische Geschichte des Alten Testaments*, writes: "The descendants of Ham, particularly the inhabitants of Africa, became the most degraded slaves, first of Shem, in particular of the Arabs, then of the Japhetite nations. The descendants of Japheth, the European nations are from olden times the lords of the universe, who determine the history of the world."⁶

Prof. F. W. C. Jesse, in his *Decalogue*, states: "An example of God's punishment is found in Ham and his equally ungodly son, Canaan, whose descendants are servants to the present day, even though slavery has been abolished."⁷

William Dallmann, in *Why Do I Believe the Bible Is God's Word*, writes: "The plain meaning of Noah's words is that the descendants of Canaan should be slaves, those of Shem

² *Ibid.*, p. 91.

³ *The Concordia Cyclopedia*, Concordia Publishing House, St. Louis, Mo., 1927, p. 79.

⁴ *Biblia Hebraica*, edited by Rud. Kittel, published by J. C. Hinrichs, Leipzig, 1909, p. 12.

⁵ *Bible History References*, by F. Rupprecht, Concordia Publishing House, 1947, Vol. I, p. 36.

⁶ *Die Biblische Geschichte des Alten Testaments*, by G. Stoeckhardt, Concordia Publishing House, St. Louis, Mo., 1896, p. 15.

⁷ *Catechetical Preparations, Part I, the Decalog*, by Prof. F. W. C. Jesse, Concordia Publishing House, St. Louis, Mo., 1919, p. 55.

should be a blessing, those of Japheth should rule. Has this prophecy been fulfilled? The Negro is the living descendant of Ham and Canaan, and history shows that the Negro has been the slave of the world. Even today the slave trader of Africa cracks his whip over the quivering flesh of his human victim."⁸

Ellen G. White, in *Patriarchs and Prophets*, states: "Noah, speaking by divine inspiration, foretold the history of the three great races to spring from these fathers of mankind. Tracing the descendants of Ham, through the son rather than the father, he declared, 'Cursed be Canaan; a servant of servants shall he be unto his brethren.' The unnatural crime of Ham declared that filial reverence had long before been cast from his soul. . . . The evil characteristics were perpetuated in Canaan and his posterity, whose continued guilt called upon them the judgments of God."⁹

Prof. M. Reu, in his *Senior Department Wartburg Lesson Helps*, writes: "Ham especially, the youngest of Noah's three sons, gave it [sin] full rein so that it manifested itself in all its disgraceful brazenness. For this reason Ham with all his descendants was accursed by his enraged father, while Noah blessed Shem and Japheth. . . . The descendants of Ham, however, who spread especially over

Africa, came into the most distressing slavery."¹⁰

Wm. Moenkemoeller, in his *Word Pictures of Bible Events*, writes: "The name Canaan, one of the descendants of Ham, is here substituted for Ham, because the Canaanites later on entered so largely into the thoughts of the Israelites. The posterity of Ham is ever to occupy a subordinate position in the world; as servants of the other races they are to be dependent upon them. And so it has been in the past. Only occasionally did some of them rise above their level. It is so even today, intellectually, politically, and spiritually."¹¹

This is not to be, nor is it necessary that it should be, an exhaustive listing of all the references in religious literature published by church presses which mistakenly assign an inferior position to the Negro because of the presumed curse of Noah. The citations, however, are sufficient to establish the fact that here we have an important factor in the anti-Negro feelings held by church people today. That the conclusion reached by the present writer, based as it is on the evidence drawn from primary sources, is a correct one is borne out by religious writers of today. The Rev. Andrew Schulze, who is a white pastor in charge of a mixed, white-Negro congregation in Chicago, Ill., writes

⁸ *Why Do I Believe the Bible Is God's Word*, by William Dallmann, Concordia Publishing House, St. Louis, Mo., 1910, p. 11.

⁹ *Patriarchs and Prophets*, by Ellen G. White, The Pacific Press Publishing Association, Mountain View, Calif., 1913, p. 117.

¹⁰ *Senior Department Wartburg Lesson Helps, The Book of Life I*, by M. Reu, Wartburg Publishing House, Chicago, Ill., 1921, pp. 59-60.

¹¹ *Word Pictures of Bible Events*, by Wm. Moenkemoeller, published by the author in St. Paul, Minn., 1925, Vol. I, p. 40.

in *My Neighbor of Another Color*: "Those causes of race prejudice that have their influence in the world, affecting the Negro's life in society, in business, and in politics, have their influence in the Church, too. But there are other causes of prejudice against the Negro in the Church. Possibly the most outstanding of these is the one resulting from an erroneous interpretation of Gen. 9:18-27 and a misapplication of this text."¹²

The Catholic scholar Gilligan, in *Morality of the Color Line* says: "No sane person explicitly maintains that the Negro is not a man or that his life is less sacred than that of a white man. But many white Christians are, in their daily actions, influenced by a conviction that the Negro's rights to certain goods, such as property, education, and industrial opportunities, are secondary to those of white men. A partial explanation for that conviction is to be found in the persistence of a tradition that the Negroes, being the descendants of Canaan, the son of Ham, are cursed by God, that their color, their enslavement in past generations, are evidences of the curse."¹³

A number of studies of race attitudes of children and of university students have been made which indicate that the Church teaches anti-Negro attitudes. In a study of St. Louis public school children made

for the purpose of determining existing group differences in nationality and race preferences, Meltzer found that children from Congregational homes were most liberal in their attitudes, Jewish children next, then Catholic and Protestant; those specifically designated as Baptist and Lutheran least liberal.¹⁴

R. K. Merton investigated generalized attitudes toward Negroes in six colleges, and G. Murphy and R. Likert investigated public opinion in four universities, and they found that Jews were the most tolerant toward Negroes, and Catholics the least tolerant, with the Protestants in between. Those students who admitted to no religious preference were the most tolerant of all in their attitudes toward Negroes according to Merton, and they were just below the Jewish group according to Murphy and Likert.¹⁵

In Lubbock County, in western Texas, J. E. Boyd examined the racial attitudes of several hundred individuals on the basis of their responses to the Hinckley-Thurstone test. The results are reported in an unpublished Master's thesis. Boyd found that those who attended regularly at Protestant Sunday schools

¹² *My Neighbor of Another Color*, by Andrew Schulze, A treatise on Race Relations in the Church, published by Andrew Schulze, 4240 St. Ferdinand Ave., St. Louis, Mo., printed by Augsburg Publishing House, Minneapolis, Minn., 1941, p. 45.

¹³ *Morality of the Color Line*, by Gilligan, quoted by Andrew Schulze in *My Neighbor of Another Color*, p. 45.

¹⁴ *Group Differences in Nationality and Race Preferences of Children*, by Meltzer, quoted by Otto Klineberg, in *Characteristics of the American Negro*, Harper and Bros., New York, 1944, pp. 230-231.

¹⁵ *Public Opinion and the Individual*, by G. Murphy and R. Likert, New York, 1938, p. 3. Quoted by Klineberg, in *Group Differences*, etc., p. 230. *Fact and Factitiousness in Ethnic Questionnaires*, R. K. Merton, *American Sociological Review*, Vol. 5, 13-28; 1940. Quoted by Klineberg, *Group Differences*, etc., p. 230.

were less liberal in their attitudes toward Negroes than those whose attendance was irregular or who barely attended at all.¹⁶ Dr. Otto Klineberg says of these studies in church attitudes toward Negroes: "These findings are suggestive and will integrate with some interpretations drawn below. For the present we may note only the absence of evidence concerning any positive value of church activities for the inculcation of liberal and tolerant racial attitudes."¹⁷

II

WHAT IS THE CORRECT INTERPRETATION OF GEN. 9:25-27?

If the Negro is doomed by Scripture to an inferior position, to servitude and bondage, then the attitude of the Church *qua* Church would at least be logical, even though it might not be sociological, or anthropological. However, if it can be shown that the Church's position is not Scriptural, but rather anti-Scriptural, then it is high time that her attention be called to her false position and she be given an opportunity to right a great wrong. That the Negro is not included in the curse of Canaan will now be shown on the basis of the testimony of outstanding Biblical scholars, men whose works are standard references in the libraries of both Protestant and Catholic clergymen.

Our first witness is Franz Delitzsch.

¹⁶ "The Influence of the Church on Race Attitudes," by J. E. Boyd, an unpublished M. A. Thesis at University of Denver, 1938, p. 193. Quoted by Klineberg, *Group Differences*, etc., p. 231.

¹⁷ *Characteristics of the American Negro*, Otto Klineberg, Harper and Bros., Publishers, New York, 1944, p. 231.

In his first commentary on Genesis, the translation of which was published in 1878, he followed the prevailing interpretation of Ziegler, Hengstenberg, and others. He said: "In the sin of Ham 'there lies the great stain of the whole Hamitic race. . . . the remainder of the Hamitic tribes either shared the same fate, or still sigh, like the Negroes, for example, and other African tribes, beneath the yoke of the most crushing slavery.'" ¹⁸

In his *New Commentary on Genesis*, published in 1899, Delitzsch reverses himself and denies that all Hamitic races are under the curse of Noah. "Verse 25: 'And he said, Cursed be Canaan, a servant of servants shall he be to his brethren.'—With regard to the fulfillment, he became the servant of Shem when Israel extirpated some of the Phoenicians of the interior and subdued others and subjected them to the lowest menial services, Joshua 9:23; 1 Kings 9:30 sq.; and the servant of Japheth, when the Greeks and Romans overthrew Tyre and Carthage, after the Phoenician coast and colonial power had already been broken by the Assyrians, Chaldeans, and Persians. Hannibal came to feel this curse when he beheld the head of Asdrubal thrown over the Punic intrenchments by the Romans and exclaimed: 'Agnosco fortunam Carthaginis.' The third Punic War (149–146) ended in the total demolition of Carthage and the in-

¹⁸ *Biblical Commentary on the Old Testament, Volume I, The Pentateuch*, by C. F. Keil, D. D., and F. Delitzsch, D. D., translated from the German by the Rev. James Martin, B. A., T. and T. Clark, 38 George Street, Edinburgh, 1878, pp. 157 to 158.

fiction of the curse upon its site. In 439 it became the capital of the Vandal kingdom, and the Phoenicians utterly disappeared from the roll of nations. The curse did not however fall upon Ham in all his posterity, and thus afford a semblance of right to the pro-slavery advocates: It did not fall, e. g., upon Mizraim, a land extremely prosperous for a thousand years and a model of Hamitic civilization."¹⁹

Our second witness is *The Pulpit Commentary*. "That this curse was not an imprecation, but a prediction of the future subjection of the Canaanites, has been maintained (Theodoret, Venema, Willet), chiefly in consequence of its falling upon Canaan; . . . *Be Canaan* (1) not Ham, the father of Canaan (Arabic Version); nor (2) all the sons of Ham, though concentrated in Canaan (Haevernicks, Keil, Murphy); but Canaan alone."²⁰

Thirdly we present the formidable *Cyclopedia of Biblical Theological and Ecclesiastical Literature*. "To judge, however, from the narrative, Noah directed his curse only against Canaan (the fourth son of Ham) and his race, thus excluding from it the descendants of Ham's three other sons, Cush, Mizraim, and Phut (Gen. 10:6). How that curse was accom-

plished is taught by the history of the Jews, by whom the Canaanites were subsequently destroyed."²¹

Fourthly we offer the *Commentary on the Holy Bible* of Matthew Henry. "1. He pronounces a curse on Canaan, the son of Ham, in whom Ham is himself cursed, either because this son of his was now more guilty than the rest, or because the posterity of this son was afterward to be rooted out of their land to make room for Israel. And Moses here records it for the animating of Israel in the wars of Canaan; though the Canaanites were a *formidable* people, yet they were of old, an *accursed* people, and doomed to ruin."²²

As final authority we offer Schaff-Lange, *Genesis*. "A very strong argument against the hypothesis that Ham was cursed here instead of Canaan, arises from the want of allusion, in other parts of the Scripture, to any such sweeping malediction as involving all Ham's descendants. The accomplishment of the curse upon Canaan is mentioned often and the frequent allusions to them as 'hewers of wood and drawers of water' is only an emphatic repetition of Noah's words *hebed habadim, servant of servants* — not *slave of slaves*, as some would take it, but an intensive Hebrew idiom to denote the most complete subjugation, such as the Canaanites were re-

¹⁹ *A New Commentary on Genesis*, by Franz Delitzsch, D.D., 1899, translated by Sophia Taylor, quoted by Andrew Schulze in *My Neighbor of Another Color*, pp. 46 to 47.

²⁰ *The Pulpit Commentary, Genesis, Exposition and Homiletics*, by Rev. Thomas Whitelaw, New Edition, Funk & Wagnalls Company, London and New York, p. 149.

²¹ *Cyclopedia of Biblical Theological and Ecclesiastical Literature*, New York, Harper and Brothers, Publishers, 1894, p. 34.

²² *Commentary on the Holy Bible*, by Matthew Henry, Funk and Wagnalls Co., 18 and 20 Astor Place, New York, Vol. I, p. 43.

duced to in the days of Joshua and Solomon. How utterly strange would such language have sounded, had it been applied, at any time during the national existence of the Jews, to the lordly descendants of Cush, Mizraim, and Nimrod!"²³

The testimony of these Biblical scholars and commentators regarding the lack of Biblical evidence for the position that the Negro is a descendent of Canaan and therefore cursed and doomed to an inferior position in society is abundantly substantiated by anthropology and psychology. The work of Otto Klineberg reviews most of the work of anthropologists and psychologists in the field of race differences, and his conclusions bring into strong focus the position that race differences of a psychological nature cannot be proved.²⁴ Benedict and Weltfish point out that racial superiorities and inferiorities are not innate, but environmental and depend on such things as food, clothing, schools, health, and other externals.²⁵ Schulze sums up the case against miscegenation and the assumed resultant inferiority thus: "Who, then, is cursed under the curse spoken by Noah? Is Ham? And if Ham, is the

Negro, And if the Negro, is the negroid? And if the negroid, what percentage of Negro blood must be present to make a man negroid? And if any percentage though infinitesimally small — after these thousands of years with the concomitant intermingling of blood — am I negroid, am I cursed?"²⁶

III

CHANGING THE ATTITUDE OF CHURCH PEOPLE TOWARD NEGROES

If the conclusions based on parts one and two of this paper are accepted, then the question arises, what, if anything, can be done about changing the attitudes of church people toward Negroes? The present writer proposes a short and a long-term program for dealing with this problem. The program includes a threefold attack on the problem. It is directed toward changing the attitudes of children and adolescents in Sunday school, day school, and other child-training agencies of the Church. It is directed at the training of the teachers of these religious educational institutions. And it is directed at the instructors in the teacher-training institutions. Though this program has in mind first of all the denomination with which the writer is most familiar, it certainly is heartily recommended to other denominations as well.

Since the literature which a particular church body uses as lesson and guidance material in the Sunday school is usually drawn from a central source, one or two publishing houses, and since the authors of this literature

²³ *Genesis*, by John Peter Lange, D. D., translated by Philip Schaff from the German, Fifth Edition, Revised, New York, Scribner Armstrong and Co., 654 Broadway, 1873, p. 339.

²⁴ *Race Differences*, by Otto Klineberg, Harper and Brothers, New York, 1935, p. 343.

²⁵ *The Races of Mankind*, by Ruth Benedict and Gene Weltfish, Public Affairs Pamphlet No. 85, printed by Public Affairs Committee, Inc., 22 East 38th Street, New York 16, N. Y., pp. 14-16.

²⁶ *My Neighbor of Another Color*, *op. cit.*, p. 49.

are usually quite approachable and amenable to suggestions regarding the treatment of controversial material referring to race relations, it is proposed that these publishers and authors be made aware of the need for pre-publication reviews and criticisms of material which is to be distributed to the children of the Church, in order that material which might be prejudiced and discriminatory might be eliminated at the source.

The second part of this remedial program would offer to provide theological libraries and theological sections of libraries in church-related schools with up-to-date reading lists in the field of intercultural education,²⁷ together with check lists of known theological literature which contains untenable, biased, and indefensible statements about Negroes.

The third part of this remedial program would be, that teachers of religion and Bible study be circularized with tracts and pamphlets of the type of *The Races of Mankind*, *The Negro*

in America, and others.²⁸ Under this heading it is also proposed that particularly within the denomination in which a particular book or treatise on race relations appears a wide reading of it be encouraged and sponsored. For example, Pastor Schulze's treatise on race relations in the Church, *My Neighbor of Another Color*, might well be a standard reference work on the shelves of every Lutheran pastor of the United States. Finally, it is proposed, as part of the remedial program for changing the attitudes of church people toward Negroes, that contributors toward church periodicals be encouraged or engaged to write informative articles on anti-Negro attitudes held within the Church together with reviews of unfavorable articles and releases coming from the Church-dominated presses in the nation.²⁹

²⁸ *The Races of Mankind*, Public Affairs Pamphlet No. 85; *The Negro in America*, Public Affairs Pamphlet No. 95.

²⁹ As this was being written, a particularly vicious attack on FEPC was published by Spiritual Mobilization in its *Faith and Freedoms*, Vol. I, Number 6, May, 1950, published at 1521 Wilshire Boulevard, Los Angeles 17, Calif., by William Johnson, Editor, in the article "Federalized Race Prejudice" by Frank Chodorov, pp. 3-5.

²⁷ *The Education of Native and Minority Groups*, A Bibliography, 1932-34, Pamphlet No. 63, by Katherine M. Cook and Florence E. Reynolds, U.S. Office of Education, Washington, D. C., 1935.

BACH CELEBRATIONS INSPIRE POLITICAL COMMENT. — The celebrations in Germany in honor of the 200th anniversary of the death of Johann Sebastian Bach continue to be of two types. Most of the celebrations, both national and local, have taken place in churches, as would be expected from the nature of the great organist's compositions. There were concerts featuring the organ and other instruments, as well as vocal soloists and choirs. At the same time, the question of what sort of person Bach really was and what he means today to the millions who admire his music was raised by critics and interpreters. In East Germany, political considerations played an important role in the celebrations. There Bach was called a progressive who, if he were alive today, would stand with those who are "fighting for peace and for a better understanding between the nations" — in the manner of certain left wing political groups. — *The Christian Century*, August 23, 1950.

Teaching Art to Enrich Home Living

ROSINA RAPIER

Art to make artists out of a few in the class, or art to make good copyists of them all, is no longer the ideal for teaching art in the elementary or secondary school. The aim today is to teach art appreciation to all young people, so that they will see, understand, and appreciate beauty wherever they find it. Through this understanding and appreciation young people will acquire attitudes which will move them to create beauty in their own surroundings.

While the child or adolescent is in school, he is learning standards by which he can judge beauty or ugliness. These standards will aid him in selecting clothing or the furnishings of his own room or the family home. These standards will help him in his hobby. Along with the art principles, the student should be taught practical techniques for changing ugliness or drabness to beauty.

Young people, so trained, can then take art from the classrooms into the homes. Not all homes need the services of a youngster who is studying art in school, but many homes would be more attractive if the pupils were taught how to put their art knowledge into use in their homes.

Some of these homes could have real beauty put into them by an interested, ambitious art student with a little bit of money at his disposal. Often the money would be spent on the house anyway, and it might just as well be spent for beauty and for usefulness, instead of for usefulness alone. The cost in money would probably be no greater, and the investment of time, thought, and art knowledge

would bring more lasting happiness to the whole family.

If the boy and girl have received good functional art training, they can make a valuable contribution toward good family living. They can put into use what they have learned about form and design, color and composition. By their knowledge of art and their interest in it, they can put into the home something it had lacked before — something that money alone cannot buy.

There would be more beauty for home living if more people knew how to select the beautiful and suitable thing for whatever function it is to serve. The school boy and girl can be given this fundamental art training, and then they can pass it on to the adults in the home.

Art in the home — or the lack of it — is no small matter. Harmony and beauty — or the lack of it — is reflected in the dispositions and attitudes of those who live in the home, even though the people are not conscious of it. If we want the highest attitudes and the best dispositions, we should employ every means — not just those we have been used to employing — to cultivate the desired attitudes and dispositions. Art in the home is one means to this end.

Getting art into the homes through the schoolroom door is the easiest, best, and least expensive way of getting it there. But before functional art can go from the schoolroom to the homes, new ideas in the teaching of art will have to come into the classroom. Teachers will have to teach all the art principles they have

taught, and teach them better. In addition, teachers will have to show pupils how to make art principles come alive and function in their own families.

This is taking art out of the studio and art gallery, where it was confined in the past, and putting it where the masses can enjoy it. We still want people to visit the art galleries and see and admire their great paintings and sculpture. We still want those people who have the necessary ability and interest to work in studios to create more beauty. But that is not all we want. We want some of the beauty to escape into the homes of all the people that it may enrich their lives.

How is this going to be done? It will not do it by itself as the past has proved. We have to help the process along. And how shall we help? To help the process of moving from the classroom to the home requires some careful planning by the teacher and some co-operation from the home.

First, the teacher should help the pupils to observe closely and to be aware of the beauty around them — in the lines of a barren winter tree, in the color of a dress, or the pattern of a fence shadowed on the ground. Help the pupils to see rhythm and balance and variety and all the other art principles right around them. Let finding art in their surroundings become a popular game. Then it will become a part of their lives.

After pupils have learned some of the principles of true beauty, let them hunt for places where beauty is lacking. Discuss with them why these things are not beautiful, and what

could be done to make them beautiful. In order to make everything very practical, guide them in making an art survey of a room in the school building. Have them list the good and bad features of the room. Then let them plan what they could do to put their art knowledge to use in the room. If possible, let them actually do what they planned.

Afterwards encourage them to make an art survey of a room in their home. Arouse the interest and co-operation of the parents so that they will be willing to let their child, or their child and a few friends, do a little experimenting in adding beauty to the home. Some child might want to add beauty to the family living room by new slip covers. If that is the child's recommendation, let him decide on colors, pattern, and material, and let him aid his mother or other adult in the actual making of the slip covers.

Some other pupil might think a wall hanging made with crayolas on unbleached muslin might beautify his living room. Let some of his friends help him carry out his plan, then let his mother proudly hang it in its appointed place for the family to enjoy.

Some other youngster might want to bring harmony and beauty to the odd assortment of furniture in his room by painting the pieces and adding decals. Let him make careful plans in the art class, and then get some of his classmates over on a Saturday to help him carry out his plans. When the job is all finished, let the art class go to see it and evaluate the pupil's work.

School youngsters studying art cannot make an ugly house beautiful

overnight, but they can do some things which will gradually enrich home living. The older the child and the more art experiences he has had, the more he is likely to be able to bring beauty into the home provided he has home co-operation. Besides the artistic results of the co-operation, this very co-operation itself enriches family life.

The teacher should encourage many of these individual-group family projects. Perhaps the art training will not make too big an impression on the homes the first year. That is not to be expected. It gives the art teacher time to plan more carefully. Perhaps also the art department needs help from the home economics department or the manual training department in its job of carrying art into the homes. That is an advantage. Let us give others a chance to share with art in the enrichment of home living. Art is not confined to one classroom and one period a day.

We want people to enjoy art all the time everywhere. If all pupils participate in planning home improvement projects, they are receiving valuable training. After the group planning, pupils and parents can carry out the actual work.

There is no good reason why every member of the class should be working on the same kind of project at the same time. Neither is it necessary that painting or drawing be the only activities of the art class. Other activities heighten interest. While one group is making plans and trying out colors to use in somebody's home, another group might be sketching imaginary flower gardens and shrubbery arrangements for somebody else's

yard. Some pupils might be painting a mural for a classroom, while still others might be carving a bas-relief on a slab of plaster of Paris. All would be using the art knowledge they had gained in class and would get pleasure from creating a bit of beauty that would be enjoyed by families, friends, and neighbors.

This type of activity can be successfully carried on by boys and girls of the upper elementary school and high school. They are very capable and willing and eager to do real planning and real work in carrying out their plans. All they need is the understanding guidance of their art teacher and the co-operation of their families, and they will really make their art instruction function in enriching home living.

These youngsters will not stop with the interior and exterior decoration of the home. They know that this is not the only way in which art can enrich family living. Art can bring greater joy into leisure time. Practically everybody has some leisure time, but often those who have it do not know what to do with it. All they can think of is rushing off to a place of commercial amusement when they are tired of listening to the radio.

It has not always been so. There was a time when all the members of a family above babyhood had sufficient necessary tasks to keep them interested and occupied in the home. But today the tasks are lacking, and families feel restless and do not know what to do with themselves. They have not been trained in interesting and profitable ways to use leisure time.

Here is where art can render another service. Art training can help meet that family need. For art to function well, the art teacher needs to give training in more than the painting of pictures. Painting pictures at home might be well for a few interested individuals, but the average pupil does not want to do much picturemaking at home.

The average pupil enjoys learning other things from the art teacher. The art teacher can make things of beauty and utility out of clay and show interested boys or girls in the class how to do it. The art teacher can show how to carve clever figures out of soap or how to make wonderful marionettes that are almost alive. The art teacher knows many crafts and can through skillful teaching share these accomplishments with the pupils.

The art teacher knows that practically all young people enjoy making things, and they enjoy making them so much that they cannot quit when the art-room door has been closed behind them. They continue their craftwork in their homes, and sometimes their fathers and mothers become interested in seeing how much better they could do than Johnny or Mary. Thus a whole family may acquire a worth-while hobby to occupy some of their leisure time. The home living has been enriched because the principles of art have been applied to leisure-time activities which many have shared.

Hobbies for leisure time are important, and home decoration is important, but there is almost certain to be someone in the family who values personal appearance higher. Again art

enriches home living — this time by helping an individual adorn himself, or herself, in the most artistic way. This would necessitate a study of line and color and appropriateness and values. Through this study, the individual would be shown how to find out for himself ways to minimize the drab and how to enhance the artistic in personal appearance.

The value of this phase of art training to the teen-ager is tremendous. It reflects in his whole personality and makes him a much more agreeable person in the home as well as elsewhere. The confidence gained by a knowledge of being well-groomed and beautifully dressed is good for the adolescent's mental health, or anybody else's for that matter. Cultivation and improvement of mental health enriches the personality and home living. Toward that end art can make a large contribution.

In all the art training for hobbies, for home decoration, and for personal adornment, Father's pocketbook should be given due consideration. Much beauty in the world is free for everyone to enjoy; that which must be purchased can be had at all sorts of prices. Harmony and suitability are more important than the cost. Some things of true beauty and value cost less than some things that are ugly. Beauty can be found in any price range if one knows how to select it.

The art teacher can know how and pass the knowledge on to the pupils. Teaching down-to-earth art, and opening wide the classroom door, and directing the art experiences of the pupils are bound to enrich the home living of our people.

Trends in Methodology *

ELFRIEDA MILLER

At the recent Reading Conference at the University of Chicago, reference was made to the fact that schools are sometimes slow in adopting new practices and methods. Superintendents, principals, and teachers very often know better, but are slow to respond. This lethargy is probably a natural human reaction, for if teachers have certain goals in mind, and achieve the goals satisfactorily with the known procedures and methods, then why change, when a newer method is unfamiliar to them. Much extra time is needed to develop the abilities to teach accordingly, and the worth of the methods has not been proved to the teacher.

Since increased demands are made of children in and out of school in our day, education must keep pace and speed up the rate of progress of newly discovered *better* practices and methods, and make them known to teachers. A well-trained teacher is one who has a good foundation of older techniques which are still fundamental and basic today, but he or she also knows the newer trends of procedures well enough to use them when they fit the situation and meet the needs of modern education.

Now let us discuss some of the methodology trends. Emphasis is given to methods which guide the child to become independent and critical in his thinking and learning. He will have opportunities to discover facts and findings by himself or by working with a group in co-operative endeavors under the direction of the teacher. Functional, concrete, and

purposeful experiences will be provided. Opportunity will be given to manipulate materials, feel, experiment, and create. The child may participate actively in discussions, activities, and problem-solving experiences, where he will be taught to respect the rights and opinions of others. Self-direction and self-discipline will be developed. Individual differences and needs are studied and evaluated, and work levels adjusted to the child's abilities. Classroom environment should challenge creative potentialities. Social aspects of problems pertaining to present-day living conditions are stressed. Integrated activities and concomitant learnings such as facts, skills, attitudes, and appreciations are developed — not as separate learnings, but as parts of a whole experience.

To achieve these goals, movement towards socializing school activities has been developed in modern teaching methods. Purposeful group and class discussions have replaced the class recitation of mere textbook facts and have given emphasis to the total growth and development of the pupil in contrast to the attainment of merely subject-matter skills regardless of the child's abilities and needs. Through socialized discussions, children are guided in critical analysis, evaluations, reactions, and judgments to readings and presentations, in contrast to an unchallenged acceptance of materials read or presented.

* Presented at the L. E. A. Convention, River Forest, Ill., July 14, 1950.

Functional units of work, whether they be projects, experience, or activity units, include a larger scope of learning activity of a socializing nature. The total pattern of learning is emphasized rather than isolated bits. Because children have an active part in the planning and procedure of the work, the needed activities are performed with much more enthusiasm and thus result in better learning experiences. At times a timid or non-academic-minded pupil will discover an avenue of self-expression or successful attainment in one activity or phase of the unit, which will give him recognition in the class and which may sometimes spur him on to greater interests and attentions to necessary abilities in tool subjects. In the group plan of working, the stigma attached to being slow is kept at a minimum. The child doesn't have to face competition which he knows he can't meet. Sociograms may be used to ascertain compatible working groups or friendships.

Teacher-pupil planning does not imply that preplanning by the teacher is nonessential. Effective teacher-pupil planning is a result of reflective preparation on the part of the teacher. This type of teaching is not an easy method to use. It takes much experience and resourcefulness on the part of the teacher. When attempting new procedures, a teacher begins gradually and knows pupils well before trying socialized units of larger scope. Good judgment must be exercised in the use of newer methods so that the necessary outlay of time is not disproportionate to educational outcomes which will result. Experimental investigation indicates that where effective socialized

procedures have been introduced, learners make higher scores on subject-matter tests.

Drill and review have their important place in modern learning. Between 1930 and 1940 educators swung to the conclusion that incidental learning and learning through use and application were sufficient to master the skills of tool subjects. Recently educators are convinced that skills of the three R's are not sufficiently developed incidentally (or accidentally), and one must provide periods in which skills and abilities are presented and developed through practice and drill. The perfected skills are used in units of learning. Drill should follow diagnosis, and consequently it is, to a certain extent, an individual matter.

The tried and true method of questioning is still a good technique, but the modern teacher does not use questions only to test learning facts, but he or she employs questions for guiding children in critical thinking, in interpreting facts, and in developing ideals, attitudes, and generalizations.

The progress made by, and the importance given to, the use of audiovisual aids is well known. Teachers must plan effective use of such aids and guard against practice of using visual aids, such as movies especially, merely for entertainment instead of effective learning aids related to the study area.

The efficient use of community resources, parents, and friends who have firsthand experiences to offer, should be enlisted in participating in the learning activities of the classroom.

In all the discussions pertaining to methods it should be emphasized that the ultimate failure or success depends

finally on the effective *use* of a method by the teacher. It has been said that the best "method" for any classroom is the teacher. How true! No *one* method will always be effective and applicable. Wise teachers relieve monotony of teaching by using various methods which are best suited to meet the learning situation at hand.

Desired outcomes will determine the method to be used. In the final analysis, such methods and materials are adapted which make effective growth and development of the whole child an actuality, that is, a well-adjusted child who lives a normal, intelligent, happy life in service to God, his country, and his fellow men.

A SCHOOL BOARD MEMBER'S CREED. — As a member of a board of education, I hold a great public trust. I am responsible for providing the means whereby our American way of life is to be improved and to endure. I am responsible for the education of our people, and particularly youth, that each person may become what he desires to become and is able to become; that he becomes intellectually and spiritually competent, economically and socially successful and happy; that he becomes a responsible citizen, home member, learner, and worker. I freely give the necessary time to this great service, but most important, and knowing the responsibilities vested in me, I give and use my best judgment in considering and deciding the welfare of the schools.

As a lay citizen, representing the people, I do not know nor do I need to know, the complex details of education or administration. I am not expected to do this work, but I am responsible for seeing that the work is done. My work as a board member consists of choosing competent personnel to do the work, deciding within the provisions of law, what is to be done, and appraising the work to see that it is done competently and economically. I believe in lay control but in professionally competent teaching and administration.

My foremost specific responsibility, as a board member, is to choose a competent executive officer and make him generally responsible for the entire school system. I look to him for leadership; I expect him to keep me informed as to the needs and accomplishments of the schools, based upon the facts in the case. I must make my own decisions.

I do not assume authority, not granted by the board, such as offering a position, asking for a resignation, or promising a contract to anyone. I abide by majority decisions of the board. I carefully consider petitions, resolutions, and complaints, and I dispose of them in the best interests of the schools. I do not seek special privileges for myself, my relatives, and friends. I do not criticize school employees publicly. I desire to provide such conditions as will increase and reward competent service to the schools. I desire that the people of the community shall have an education that is as complete and adequate as is possible to provide.

With dignity and honor I serve the people; with humility and to the best of my ability, I discharge my great public trust. — A. B. MURPHY, *School Board Journal*, July, 1950.

PUBLIC SCHOOL PROGRAM TOO HEAVY. — The Oregon Synod of the Presbyterian Church thinks the public schools should leave the children a little more time to devote to home and church activities. The Synod adopted a resolution saying: "The terrific program of extra-curricular activities in the schools has increased the school work in terms of hours and days until it so drains the energies and imaginations of children that they have little enthusiasm left for anything else. This tends to make our homes a dormitory and our churches another volunteer activity which may be omitted." — *Lutheran Standard*, August 5, 1950.

Have You Tried This?

EDWIN E. ZIELSKE

USING HYMNS FOR CHOIR NUMBERS

Maybe you're no exception to the rule and get caught short on what to have the choir sing, particularly for mission festival, which in our case, comes right after summer vacation. Once, when in such a dilemma (necessity is often the mother of invention), I thought of No. 496 in the *Hymnal*, with tune and harmony complete, "Hark, the Voice of Jesus Crying" and No. 494, "Awake, Thou Spirit, Who Didst Fire." That's what we need, and it sounds a bit more classic. The selections appealed to the choir, and we opened our season with very fitting mission numbers, two sonorous chorales. The next year it was "Savior, Sprinkle Many Nations," No. 510, and "Rise, Crowned with Light, Imperial Salem, Rise," No. 503. The results were equally good. This year it will be "Rise, Thou Light of Gentile Nations" and "O'er the Gloomy Hills of Darkness." There are many other excellent hymns that can be used for various occasions. Singing some of our hymnbook arrangements will, no doubt, whet the appetite for our master chorales. At the River Forest workshop this summer it was substantiated that the harmonizations from the *Hymnal* can legitimately be sung. It was felt that occasional slight rearrangements might improve some of the hymns for choir use.

PLANNING THE WEEK'S WORK

Saturday may be the teacher's day off, but if he can devote a few hours in the forenoon to planning the next week's work, he will have much

smoother sailing and feel less in need of the whole Saturday for rest. We use a loose-leaf notebook, $5\frac{1}{2} \times 8\frac{1}{2}$, and allow a page for each subject. At the top of the page we have "Catechism" and on the first line "First Week." Then, on succeeding lines the dates for each lesson are noted and the subject matter to be covered in each period. The same is done for each subject and for each grade. This gives the school an opportunity to plan the work and avoid possible confusion. On the other hand, science classes may be arranged so that the same equipment may be used for different classes on a certain day. A week's planning in advance also enables you to get your visual aids, specimens, collateral reading, and materials ready in advance, which allows more time for effective teaching.

VISITING THE PUBLIC LIBRARY

Children always enjoy and benefit much from taking tours to various places of interest in the community. One that can be most fruitful is a trip to the public library. Either during open house or by special appointment we annually take our classes to the library to browse around and see the fine books that can be had for the asking. The pupils meet the librarian and learn the details for borrowing and checking out books. It is a great encouragement for them to become patrons of the public library. Libraries usually have arrangements for lending books to rural children. Your location in the country need not deprive your children of public library facilities.

The Educational Conference

E. CHAS. MUELLER

The Educational Conference is made up of the representatives and delegates of the District Boards of Parish Education of all the Districts and its functionaries, representatives of the faculties of terminal schools or colleges, plus the synodical Board for Parish Education and its functionaries, approximately some fifty people. It now meets annually. This year it met on the two days prior to the sessions of the Delegate Convention of Synod.

When you view the constitution of the conference, visualize its territorial scope, it is easy to see that a two-day meeting should be most effective for advancing the cause in the entire synodical area, provided representatives will transmit, in an effective and engaging manner, what they imbibed while in attendance to the operating unit, the local congregation.

The synodical Board for Parish Education provides the program, conducts the conference, and Synod pays the lodging bill as also an equalization of the fares for one representative from each District. There were five sessions, each one opened with an appropriate devotional service.

"We look at Lutheran Secondary Education" was the subject presented by Dr. Paul H. Lang, principal of St. Louis Lutheran High School. He first pictured the present status of Lutheran secondary education, showing that, at best, 4.76% of a potential of 104,000 are now enrolled in Lutheran high schools, either Seward, River Forest, or one of the ten such schools

we now have in Synod. As to the need, it was correctly emphasized that the same Bible principles which enjoin Christian education for the elementary level impel Christian education for the secondary level, the adolescent and critical age. At the present time a high school becomes a reality only where there is a concentration of congregations which provide the basic support, such as we have at Milwaukee, Chicago, St. Louis, Fort Wayne, Cleveland, Houston, and possibly Los Angeles.

Prof. W. F. Wolbrecht, speaking for the Family Life Committee, presented a tentative "Christian Family Standard." It is best summed up with the following quotation: "A Christian family standard will give the family a chance to measure itself from time to time and work toward further improvement. It can be used also as a counseling aid. If every couple married in the Lutheran Church received some type of standard, much good could result. Non-Christian families may likewise be introduced to home religion in this manner. Families having difficulties might see more clearly that much of their difficulty may be traced to the lack of Christianity practiced in the home. Such a standard may be introduced throughout Synod during some future Christian Family Week. It should become a part of the pastor's tool kit for helping families. In one form or another it can become a house blessing. A single topic discussion or a whole series of

studies could be built around it. Family nights, home dedications, divine services, devoted to the family theme, responsive readings, and Christian tracts may utilize it entirely or draw upon parts of it. We believe it can be a useful instrument for every Christian worker in building stronger Christian families in a time when the rehabilitation of the home is fundamental for the welfare of the Church and the nation."

Mr. A. L. Amt discussed the need for, and use of, a "Cumulative Congregational Educational Record," which he had previously developed. If the individual cumulative pupil's record, where, by opening a folder, an eight-year school record is unfolded, has value for the teacher and for later reference, then a cumulative congregational educational record has similar values, as Mr. Amt indicated when he set forth the purpose of such a record under the following four points:

1. Provide means for picturing quantitative growth or lack thereof over a period of years, for sake of indicating the areas that need promotion or from which encouragement can be drawn.

2. Provide basis for action by local and District boards of education.

3. Make congregations and boards conscious of total program of Christian education.

4. Supply data of specific nature to use in District-wide promotion.

Our leaders, pastors, and teachers, "they that must give account," can't afford to pursue slipshod methods in their work of maturing souls. The cumulative record provides a compact

picture for review and inventory which are necessary for further planning. Visitors will do well to try out this record in their circuits.

Synod has set a school enrollment goal of 50% enrollment in the day schools by 1972. "Our school Enrollment Goal and Subsidy Practices" was the subject treated by Wm. A. Kramer. He emphasized that all Districts should develop an adequate policy which provides a fair share of funds for helping congregations to open schools with adequate facilities.

Next, L. J. Dierker, having made some preliminary studies, dwelt on the timely subject "Promoting an Adequate System of Soul Accounting." 450,000 children were baptized from 1921 to 1934 in the Missouri Synod. Of these, 377,000 were confirmed from 1934 to 1948. Where are the 73,000 baptized children? The congregation is responsible. We account for every dollar collected. Are not souls far more important? The importance of soul accounting is set forth in the following statements:

1. Memory is not a reliable file.

2. Haphazard records are unbecoming to the importance of *soul* accounting.

3. The State is very careful with vital statistics; the Church has even more reason to be.

4. Vacancies in the pastorate should not interrupt the accounting for souls.

5. Vital statistics should be an aid to the pastor in his soul-service work for the congregation; not a time-consuming chore.

6. Thousands of baptized children

are unaccounted for every year in the Missouri Synod.

Here is an opportunity to investigate hidden talents. Let us learn how to find and to lead people into this and other areas of work in the congregation. If you would be convinced of the compelling importance, we urge you to read and study Matt. 18:12-14.

Plans in Adult Education reach far into the future, as the eight areas delineated by Pastor O. E. Feucht give evidence. We need to set goals and strive for their attainment. Executive Secretary Feucht suggests a goal of 15% of our communicant membership enrolled in Bible classes in 1953. At present it is approximately 10%. Very pertinently he asks: "Is Bible study a 'problem' or a 'solution'? Must we plead for Bible use? The WORD is vital.

Pastor Feucht spoke on Family Life Education, which is the second of the series of eight areas in the Adult Education program. Since all depends on what is done in the local congregation, the great task is to transmit the program to the congregations of Synod. While much can be accomplished directly through the use of available avenues, the District boards must bear the brunt of the task.

Arthur W. Gross, editor of the V. B. S. materials, spoke on the "Promotion of Vacation Bible Schools Work in the Districts." Mr. Gross, of course, would not say it, but it is a fact that the excellency of his materials is a strong promotional influence. The "Each One Reach One" effort gave the V. B. S. its initial boost.

There are still too many congregations, however, that are passing up the possibilities of the V. B. S. as a complementary agency and as a mission opportunity. In this area there is still much unconquered territory. More than half of the congregations of Synod did not have a V. B. S. before 1950. In 1949 the Northern Nebraska District had 50, while the Southern Nebraska District had 43.

Thursday evening the Educational Conference devoted a session to a panel discussion on the subject "The Interrelations of Church and State," for which the youthful Dr. J. J. Pelikan, faculty member of our St. Louis Seminary, presented the introductory statement, so introductory that it took up most of the evening. It was a profound and scholarly statement which not all could follow too well. Rev. A. C. Mueller functioned as moderator. Other members of the panel were Mr. Eugene Wengert and Dr. Paul Lange. Dr. Pelikan set forth the complications involved when we examine the problems of Church and State in the background of confessional Lutheranism. Not what we do with the Church and State, but what God does through them is important. He pointed out the correlation and interdependence of Law and Gospel, that they are to be distinguished but not separate. Law and Gospel and Church and State must never be identified. The dialectical distinction and interrelation between Law and Gospel applies to Church and State. On the interrelation of Church and State Dr. Pelikan said:

1. The Church dare not be made into a State: Roman Catholicism.

2. The State dare not be made into a Church: Byzantism, much thinking about the Welfare State.

3. Church and State must not be absolutely separated, since Law and Gospel must not be separated.

4. Church and State must be distinguished — i. e., they must interact in

terms of God's purpose in each and in both.

An interesting and purposeful part of the program were the reports from the Districts on the Sunday school associations, their number, their promotion, and the leadership and guidance provided.

QUALITIES OF A GOOD TEACHER. — Several years ago a classroom teacher with whom I had differed asked me this question: "What qualities do you like in a teacher?" Here is the answer I gave him:

One who can smile even in the face of difficulty

One who comes before school opens and sticks around a little while after it closes

One who knows what he is going to do when he enters the classroom

One who is sincerely concerned with every child assigned to him

One who is concerned when others have misfortune

One who is adequately trained professionally and academically

One who can revel in another's success

One who can analyze constructively his own weaknesses and faults

One who knows the laws of physical, mental, and moral health and lives them methodically

One who deliberately attempts to constantly broaden his interests

One who loves to teach

One who by nature is friendly

One who is willing to give more than the prescribed minimum

One who is religious and is concerned with the fundamentals of Christian life

One who is tolerant of others

One who has definite ideas and ideals or vision for himself and his students

One who sees the good in others

One who commends the good he sees in others

One who is clean in body and mind

A regular person

A wholesome person

One who is definite in speech and action

One who has developed method

One who plans ahead

One who can take suggestions and act on them for his self-improvement

In short, a good teacher is simply a good Christian, a good American, a good neighbor. — LAFE NELSON, *School Board Journal*, August, 1950.

"E" STANDS FOR EXCELLENT. — The traditional report card is as American as corn pone, cover charges, and hot dogs. For generations it has served as the chief medium for furnishing material whereby parents without too much strain on their veracity, may exaggerate, if not actually misrepresent, the education accomplishments of their progeny. And, incidentally, bore the neighborhood to tears while doing so. A great deal of social solidarity has been built up as a result of over-the-fence exchanges between parents about the school exploits of their respective broods. Of course, some social schisms also have resulted from similar exchanges, but few so great as not to heal under treatment. — H. M. LAFFERTY, *Sense and Nonsense in Education*, p. 36.

MUSIC DEPARTMENT

Edited by THEO. G. STELZER and HERBERT D. BRUENING

The Unified Liturgical Service

HENRY NIERMEIER

A liturgical service is a form of worship that follows a set form as, for example, the *Order of Morning Service* or the *Matins*. The order with the proper Scripture Readings, Collects, Introit, and Gradual for the particular Sunday or festive day of the church year, sets forth the theme of the service.

In the Lutheran Church — Missouri Synod the prescribed form is set forth in the *Lutheran Hymnal* and the *Agenda*. This form, with perhaps a few variations, is the prescribed form of worship not only for the Missouri Synod, but for all the Lutheran bodies of the National Lutheran Council.

The Order of Morning Service, the Order of the Holy Communion, the Matins, and the Vespers are more or less rigid forms. However, this does not detract, but rather adds to the dignity, meaningfulness, and inspiration of the service. When the prescribed orders are used, there is sufficient variability to ward off any possibility of the service becoming mechanical, as Satan would have it.

The liturgy has a prescribed order, and the basic structure of the service should remain intact. The variables, as the Introit, the Collects, the Epistle, the Gradual, the Sentences, the Gospel, the Sermon, the General Prayer, and Prayers for Special Occasions will and should vary according to seasons and occasions.

The Scripture Readings, the Epis-

cles and Gospels, should follow one series for the entire year. If the Standard Series of pericopes is used, it should be used throughout the year. If the New Series is used, it should be used throughout the year. It is true that the services should fit the needs of the congregation, and a conscientious pastor will serve his congregation in that manner. However, the prescribed series of Scripture readings will cover and teach all doctrines necessary for salvation and growth in Christian knowledge and life.

Liturgically speaking, the sermon for the day should be based on the Scripture readings for the day. The immediate needs of the congregation may cause the pastor to deviate from this wholesome practice. Generally, these deviations are more frequent than the use of the Scripture readings as sermon texts.

Let us now turn to the subject of the music in a liturgical service. The proper musical instrument for the church service is the organ because of its ability to sustain tones, express the mood of the service, and properly lead the congregation in the singing of the hymns.

Just a word about the trend of today in musical instruments. I feel we are making a mistake when we permit our congregations to build a church without giving thought to the building of a suitable chamber for a

pipe organ, and also when we permit our congregations to spend from two to five thousand dollars on an amplified reed or electronic organ, when, with a short period of waiting or by disseminating proper and wholesome information we could induce the congregation to purchase a suitable pipe organ for about \$6,000, and which could be enlarged and which would be a thrilling monument to the congregation for generations to come.

The cultural development in our land has had its edifying effects upon the position of the organist and choir director in our Church. It is high time that our congregations stress the calling and employing of capable organists and choir directors. This office cannot be separated from the work of the minister. Therefore this office must work in closest co-ordination with the pastor. Those of us who are entrusted with this office should faithfully prepare ourselves so that we can properly lead and direct the music in the congregation and carry out the liturgical plan of the service.

Concerning the church choir or choirs, it is fitting and in order that we have a group of specially trained singers to lead the congregation in singing the hymns and the liturgy. The choirs in a congregation should always be considered a part of the congregation. The decorum of the choirs should be guided by this. A soloist is a part of the choir, hence a part of the congregation, and should be considered in no other light. Undue attention to the soloist is unbecoming and disturbing to the worship of the congregation. Needless to say, to be a soloist in the choir is

extremely difficult. Therefore the director should thoroughly prepare the soloist for his position and responsibility in the choir. I fully believe that when God gives a choir director some talented soloists, they should be utilized. A soloist can greatly beautify the rendition of many a selection.

The number of choirs in a congregation will, of necessity, vary according to circumstances. We can perhaps say that the most important choirs are the children's choir and the high school group. They are the future senior choristers and should receive the most attention from the director. The adult choir can perhaps perform the best and should be expected to do more than the other groups. All choirs have to be given plenty to do and be made to feel that it is a privilege and, at the same time, a duty to serve their Savior in this manner.

The organ music should at all times be churchly and worshipful, of the same character as the hymns, neither sentimental nor marchlike. Boisterous music is out of place. Extreme and sudden variations from pianissimo to fortissimo or vice versa are disturbing. "The music must put the worshiper in such a frame of mind that he will be receptive to religious teaching and devoutly disposed to worship."

The music of the church organist is composed of the opening prelude, giving out the hymn tune, accompanying the congregation, the interludes (only in some cases), the offertory, accompanying the liturgy for the Common Service and Holy Communion, accompanying the choir and soloist, the postlude, and wedding and funeral music.

The prelude is a part of the serv-

ice. By it the organist must lead the congregation into worship by creating the proper atmosphere. The hearers must feel that they have come for a certain type of service, such as a solemn, a mournful, a joyful, or some other kind of special service. The prelude may either introduce the first hymn or be of the general character of the service. If it introduces the hymn, it should be in the same key and rhythm as the hymn. When a prelude of general character is used, the nature of the service must not be lost sight of. In selecting a prelude we should observe the following: the opening hymn, the general nature of the service, and: Does the prelude lead the congregation into worship?

Today interludes are not used to a great extent. Interludes are short selections of music played between stanzas or groups of stanzas of a hymn or between portions of the church service. Improvising of interludes should not be done unless it can be done in such a manner that it does not distort the unity of the service. The nature of the interlude should conform to the particular hymn or the general nature of the service.

The accompaniment of the hymns and chorales should always be played in the spirit of the hymn or chorale that is being sung. Different registration should be used for different hymns in order to lead the congregation into the spirit of the particular hymn. This requires study and practice. If the hymn is properly introduced and played, the congregation will eventually follow and even lead instead of merely "dragging along" the organist.

The voluntary should in no way

distract the worshiper. It should be of a more quiet and devotional nature. Here we must be especially careful not to select sentimental music. Very appropriate are the longer hymn preludes on the hymn which follows or some seasonal selection. The *Anthologie* has many fine selections suitable for voluntaries. Today much music is being published by the musicians of our Church that is suitable for this part of the service.

The postlude is to impress the message the congregation has received in the service and not to cover up the noise caused by the congregation leaving the church. It must always carry out the idea that we are in church. The organist may certainly use the very fine selections of the masters that are churchly in character. Never should the organist leave the impression "Hurrah, I'm glad it's over!" but rather dismiss the congregation with an impression of the message they have heard.

We feel it is the aspiring aim of every organist to have special music for special occasions. Less-gifted organists must plan months in advance for the seasonal festivals. When the prelude is being played for festival occasions, the congregation should at once feel that this is a special day of rejoicing. The music of the service and the words of the pastor should unmistakably ring forth the joy of the day.

Music for special occasions has been written by many composers. The *Lutheran Witness* and *Concordia Music Catalog* abound with suggestions for such services.

Appropriate church music for any type of choir is as plentiful as fitting

organ music. But we will all have to search for suitable music.

Suitable chorale arrangements are common and fitting selections for any choir and are available from any standard music publishing company. Among the best are the Bach arrangements. We should not overlook the works of Schuetz, Pachelbel, Praetorius, and many others of the period before Bach. Some modern arrangements are also excellent.

In selecting the hymns for the service and the selections and anthems for the choir it is highly important that we consider the varied background of our Lutheran people of today. The cantata, motet, and oratorio certainly offer new and varied experiences to our singers and worshippers. Not all the cantatas and motets are difficult to sing. But the organ accompaniment to many cantatas is more or less difficult. It is also true that Master Bach in many cases had no mercy on the voice and used it as an orchestral instrument, especially in his later compositions.

In choosing the choir selection for a particular Sunday it is well to study the theme of the day. This is ascertained from the Introit, the Collect, the Gradual, and the Scripture Readings for that Sunday. If this is made a steady practice, selecting the choir music will soon become a simple matter.

The choir assumes a very important part in the liturgy. Just as in the hymn singing, the choir should lead in the singing of the liturgy. The choir is responsible for the effective singing of the liturgy. Certain parts of the liturgy, as the Introit and Gradual, are to be chanted only by the choir. Choirs can learn to do this quickly and will enjoy the chant. A choir should never chant until it can do it well and so that the congregation can understand the words.

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Music Reviews

ORGAN MUSIC

J. Fischer & Bro., 119 West 40 Street, New York 18, N. Y.

RECITAL AND SERVICE PIECES from the Sonatas of Joseph Rheinberger. Selected, Edited, and Registered by T. Tertius Noble. 63 pages. Volume One, Twelve Pieces. \$2.75.

Those who wish to become acquainted with Rheinberger will find ample opportunity in this volume of useful music.

SUITE LITURGIQUE POUR PAQUES. No. 8455. Dom. P. Benoit. \$1.25.

For those who like organ music in modal style and rising to a mighty climax, No. II: "Retour de Procession-Choral sur 'Salva Festa Dies'" and No. III: "Terra Tremuit

and Quievit" will appeal. Dom. Paul Benoit, O. S. B., has gained many recent admirers in Roman circles.

CHRISTMAS SEASON ALBUM OF THIRTY-TWO PASTORALES for Pipe or Reed Organ. Compiled and arranged by Carlo Rossini. \$2.00.

It includes Pachelbel's "From Heaven Above," Bach's "In dulci júbilo" and "Pastorale in F," and many other valuable numbers which are quite easy to play.

A BOOK OF CHIME PIECES FOR ORGAN. No. 8546. 68 pages. \$1.50.

While this volume contains some music useful for the evening service, as "Abide with Me," it is especially adapted for the home.

MELODIA SACRA. Book II. Chants and Chorales for the Organ by Philip G. Kreckel. \$2.00.

Besides an Ave Maria, Regina Coeli, and Salva, Regina, this volume of 46 pages contains eight chorales and well-written modal music.

A FESTAL SUITE FOR ORGAN by E. Lang. No. 8571. 17 pages. \$1.75.

A suite true to its title; not too difficult. No. 1. "Prelude for a Joyful Occasion (in the style of Mozart)." No. 2. Christmas Eve in the Tyrol. No. 3. Laudate Dominum (the 147th Psalm).

DESERT LAMENT and **A HIGHLAND SKETCH** for Organ by T. Tertius Noble. \$1.00.

Two contrasting numbers for general retail, moderately difficult.

FOUR PRELUDES FOR THE ORGAN. Dom. P. Benoit. 16 pages. \$1.50.

For further experience in music based upon modal themes try 1. Gaudens Gaudedeo; 2. Spiritus Domini; 3. Dilexisti; 4. Prelude on an Introit in the First Mode. T. G. S.

Concordia Publishing House, 3558 S. Jefferson Ave., St. Louis 18, Mo.

JOHANN SEBASTIAN BACH MEMORIAL COLLECTION. Organ Series Volume III. Selected and Edited by Walter E. Buszin. \$3.00.

In this volume, Concordia joins the world in erecting to Bach a fitting memorial, a memorial consisting of his own music. The better organists will welcome it. May we suggest that all church organists include it in their library. August Haupt used to play the Six Trio Sonatas of Bach as his musical morning devotions. It would be stimulating, indeed, if our organists would read even one of these compositions from the *Memorial Collection* as slowly as necessary at the beginning of each of their practice periods.

O FATHER, ALMIGHTY GOD. Bach-Buszin. 60 cents.

Each of the four settings would serve well as voluntary. An excellent number for "in-service-growth." (BA 26 contains the choir arrangement of this chorale.)

PASTORALE IN F MAJOR. J. S. Bach. 85 cents.

This number is so well known that it needs no introduction. Every organist should have it in his repertoire.

VOCAL MUSIC

Theodore Presser Co., Bryn Mawr, Pa.

SONGS OF WORSHIP (12). 41 pages. High voice, No. D-411-41000. High voice, No. D-411-41001. 75 cents.

ETERNAL LIFE. 3 pages. Olive Dungan. Low. No. 121-40002. 50 cents.

HELP ME TO BE KIND. 3 pages. Donald Lee Moore. Low. No. 111-40004. 50 cents.

LORD GOD OF ABRAHAM. F. Mendelssohn. Low. No. 18640. 50 cents.

I COME BEFORE THY THRONE. 3 pages. Donald Lee Moore. High. No. 111-40000. 50 cents.

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The songs are easy to sing and serve well for the home and special gatherings of Christians. The texts express devotion to God and service to one another. "Lord God of Abraham" is taken from *Elijah*.

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BA 26 EIGHT CHORALES (Bach Memorial Collection). 30 cents.

These chorales selected by W. E. Buszin are a valuable addition to the *Anthology of Sacred Music*.

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CHOICE CHORALES AND HYMNS FOR BAND. Arr. Richard Wienhorst. Conductor's Score, \$1.00.

Thirty-two of the finest gems may now be played by bands. Examine the instrumentation for your needs.

T. G. S.

LUTHERAN EDUCATION ASSOCIATION

1950 RESOLUTIONS

1 A

WHEREAS, The present Executive Board of the Lutheran Education Association is without any representation from Concordia Teachers College; and

WHEREAS, It is of mutual benefit that the Lutheran Education Association and the faculty of Concordia Teachers College co-ordinate some of their activities; and

WHEREAS, LUTHERAN EDUCATION, the official organ of the Lutheran Education Association, is under the editorship of a committee of the faculty of Concordia Teachers College; therefore be it

Resolved, That the Lutheran Education Association in convention assembled direct its Executive Board to fill two existing vacancies with members of the faculty of Concordia Teachers College after consultation with the president of Concordia Teachers College without any regard to nominees placed on the ballot for the year 1950.

1 B

WHEREAS, The 1950 yearbook of the Lutheran Education Association deals with a timely, practical theme; and

WHEREAS, The editors and contributors spent much thought and time on the contributions without monetary compensation; therefore be it

Resolved, That the Lutheran Education Association in convention assembled express its appreciation to the editor, the Rev. Walter Wangerin, and to the contributors, the Rev. Oswald C. J. Hoffmann, the Messrs. Leo Buehring, Martin Duensing, Walter Steinberg, Eric von Fange, Dr. Albert V. Maurer, and Dr. Arthur Carl Piepkorn; and be it further

Resolved, That we urge the wide-scale utilization of this volume.

2

WHEREAS, The Executive Board of the Lutheran Education Association found it necessary, because of lack of funds, to pub-

lish the 1950 L. E. A. yearbook as the June issue of LUTHERAN EDUCATION; and

WHEREAS, This involved the co-operation of Concordia Publishing House and the editorial committee of LUTHERAN EDUCATION; therefore be it

Resolved, That the Lutheran Education Association in convention assembled commend the Executive Board for this move as an emergency measure; and be it further

Resolved, That we extend our thanks to Concordia Publishing House and its manager, Mr. O. A. Dorn, and the editorial committee of LUTHERAN EDUCATION, Prof. Th. Kuehnert, Dr. A. W. Klinck, and Dr. H. H. Gross, for their co-operation and help.

5

WHEREAS, Concordia Teachers College, River Forest, Ill., was accepted into membership by the North Central Association of Colleges and Secondary Schools in March, 1950;

WHEREAS, Concordia Teachers College of River Forest has received an "A" rating by the University of Illinois; and

WHEREAS, Such accreditation and recognition is for the welfare of the Church; therefore be it

Resolved, That the Lutheran Education Association extend to Concordia Teachers College of River Forest, its Board of Control, its president and faculty, its congratulation for this notable achievement.

6

WHEREAS, The Lutheran Church - Missouri Synod in convention assembled at Milwaukee, Wisconsin, in June, 1950, resolved to expand its teacher-training system; and

WHEREAS, The supervision of this program has been placed into the hands of the Board for Higher Education; and

WHEREAS, The need for an increased number of teachers for our system of Lutheran elementary schools continues; and

WHEREAS, Certification requirements of

elementary teachers in several States have been made more stringent; therefore be it

Resolved, That the Lutheran Education Association respectfully request the Board for Higher Education to use its good offices for the promotion of the training of a large number of teachers; and be it further

Resolved, That the Lutheran Education Association go on record in favor of the increased training and professionalization of the teaching ministry in the Church.

7

WHEREAS, The Lutheran Education Association has among its aims and objectives the promotion of Lutheran secondary schools; therefore be it

Resolved, That the Lutheran Education Association reaffirm its concern for Lutheran secondary education; and be it further

Resolved, That the individual members of the Lutheran Education Association be hereby encouraged to lend their moral, financial, and professional support to Lutheran high schools.

8

WHEREAS, The Lutheran Education Association requested its Executive Board to initiate a study of the junior high schools within our Church; and

WHEREAS, Such a study has not as yet been initiated; therefore be it

Resolved, That the Lutheran Education Association repeat its request with the sincere expectation that this request will be granted.

9

WHEREAS, Due honor and recognition should be given to those who have served the Church for extended periods of time or have made valuable contributions to Lutheran education; therefore be it

Resolved, That the Executive Board study ways and means by which such recognition might be conferred.

11

WHEREAS, The recruitment of new members for the Lutheran Education Association remains a perennial problem; and

WHEREAS, The activities of the Lutheran

Education Association may appear remote to many; therefore be it

Resolved, That the Lutheran Education Association, in convention assembled, request the Executive Board to study the advisability of having regional, drive-in, one-day meetings, and report its findings to the 1951 convention; and be it further

Resolved, That the 1951 convention be held at Concordia College, Fort Wayne, Ind.

12

WHEREAS, The question of Church-State relations in education are of vital consequence for our system of Lutheran schools; and

WHEREAS, Synod has a special committee which is making an exhaustive study of this question; therefore be it

Resolved, That we request this committee of Synod to publicize its findings from time to time; and be it further

Resolved, That these findings be made available to all members of the Lutheran Education Association.

13

WHEREAS, The formal ratification of the constitution was to have been made at this convention; and

WHEREAS, Insufficient time was at hand for the Resolutions Committee to investigate these articles and by-laws sufficiently; therefore be it

Resolved, That the Lutheran Education Association postpone formal ratification for one year; and be it further

Resolved, That the Executive Board be instructed to bring in a formal resolution for ratification or modification at the 1951 convention.

14

WHEREAS, The laymen in the Church are needed for the work of the Kingdom; and

WHEREAS, Comparatively few laymen are members of the Lutheran Education Association; therefore be it

Resolved, That the participation of laymen in the work of the Lutheran Education Association be encouraged; and be it further

Resolved, That the Executive Board study ways and means to implement this program.

15

WHEREAS, The Lutheran Church — Missouri Synod at its convention in Milwaukee authorized its President to appoint a committee to study the question of the status of the teacher; and

WHEREAS, The Lutheran Education Association considers it important that the teachers themselves be represented on this committee; therefore be it

Resolved, That the Lutheran Education Association respectfully request Dr. J. W. Behnken to appoint two classroom teachers to this committee; and be it further

Resolved, That the secretary transmit this request to the President of Synod at the earliest possible time.

16

WHEREAS, The 41st convention of the Missouri Synod referred the question of the location of the proposed senior college to a special committee; and

WHEREAS, Concordia Teachers College at River Forest is accredited with the North Central Association of Colleges and Secondary Schools; and

WHEREAS, Many are of the opinion that the professional workers within the Church should receive some of their training at the same institution; therefore be it

Resolved, That the Lutheran Education Association request the earnest consideration of the proposal to locate the senior college on the River Forest campus; and be it further

Resolved, That this request be made through the Board for Higher Education.

18

WHEREAS, The position of financial secretary of the Lutheran Education Association is vacant; therefore be it

Resolved, That the Executive Board be empowered to appoint a financial secretary from among its own members.

19

WHEREAS, The Lutheran Education Association has enjoyed the hospitality of Concordia Teachers College for its eighth

annual convention on July 14 and 15, 1950; therefore be it

Resolved, That the convention go on record in appreciation for the services rendered by the officials and personnel of Concordia Teachers College; and be it further

Resolved, That we thank particularly the president, Dr. Arthur W. Klinck, and the business manager, Mr. Elmer Jagow, for their part in making the facilities of the school available for the convention.

20

WHEREAS, The fellowship dinner and social hour held at Grace Lutheran Church in connection with the eighth annual convention of the Lutheran Education Association added much to the worth-whileness of the convention; therefore be it

Resolved, That we extend our sincere thanks to Grace Lutheran Church and its pastor, Dr. O. A. Geiseman; to the committee; to the members of the Grace Lutheran Ladies' Aid; to Miss Scaer, the vocalist for the program; and to Dr. Clark Kuebler for his inspiring address.

21

WHEREAS, Several officers and members of the Executive Board of the Lutheran Education Association, having served the Association faithfully, have found it necessary to resign or to decline nomination for re-election; therefore be it

Resolved, That the Lutheran Education Association, in convention assembled, acknowledge the services of the following by a rising vote of thanks:

Mr. A. R. Roschke	Dr. A. G. Huegli
Mr. F. L. Weber	Dr. H. H. Gross
Mr. N. J. Rogers	Prof. R. A. Lange
Dr. A. V. Maurer	Prof. C. S. Meyer

22

Resolved, That the L. E. A. Convention extend a hearty thanks to members of the various panels at this convention, to the chaplains, and any and all who contributed toward convention success in any manner whatsoever.

23

WHEREAS, The times are evil; and

WHEREAS, Disturbances, unrest, wars, and rumors of wars are rife; and

WHEREAS, God "is our Refuge and Strength, an ever-present Help in trouble"; therefore be it

Resolved, That we as members of the

Lutheran Education Association pledge ourselves individually and as a group to work while it is day, before the night cometh; and be it further

Resolved, That we reaffirm our complete and total reliance upon our God and Father, believing that His grace and providence and love will sustain and protect us.

NOBILITY OF TEACHING. — Now if we had nothing more than this one verse ("Take heed that ye despise not one of these little ones; for I say unto you that in heaven their angels do always behold the face of My Father, which is in heaven," Matt. 18:10) where Christ lets us know how much His heavenly Father is concerned about the young folks, we ought to conclude that among all good works there is none greater or better than to train young people properly. For who would not consider it a great thing to serve those whom the angels serve, who are constantly before the face of God? Therefore father and mother, manservant and maidservant, schoolteachers and preachers, and all who are dealing with young people, should be cordially happy, willing, and ready for such service and not to consider it an annoyance, since these great princes of heaven are not ashamed to serve the young people and to be concerned about them. That is the first point which ought to be learned from the Gospel of this day, besides the doctrine of the angels. — LUTHER in sermon based on Matthew 18:1-10.

THAT THE PUBLIC MAY UNDERSTAND. — Why this insistence upon unintelligibility? I think the explanation lies in the fact that the scholar, by the very nature of his training, is taught to think of his work as something impersonal to everybody but himself, whose future career is at stake. He must be "objective." He must be colorless, lest he prove objectionable to the more conservative of the elder statesmen who will pass ultimately upon the quality of his work and determine whether he can be admitted to the greater glory of doctorhood. Rarely, during his training is he taught to think of an audience. So, when he turns writer, it is small wonder that he writes for no audience; or, if he is aware of readers, he thinks of them either as members of his own cult, or else as people he must impress — or whom he instinctively fears. And, since his associations are almost exclusively with fellow scholars, he rarely is aware of the painful longing, among people beyond the academic pale, for some insight into the comforting realm of certainty which the scholar rules. — JOSEPH A. BRANDT, "I Can't Quite Hear You, Doctor," *Harper's Magazine*, March, 1946, pp. 247-248.

Our Contributors

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E. CHAS. MUELLER, Executive Secretary of Parish Education, Southern Nebraska District.

HENRY NIERMEIER, principal St. John's Lutheran School, Corpus Christi, Tex.; organist and choirmaster.

NEWS AND NOTES

CONCORDIA THEOLOGICAL SEMINARY SPRINGFIELD, ILL.

With an attendance of about 1,000 students and friends, our Springfield Concordia opened the new school year on Sunday, Sept. 10, at 3 P. M. Combined with the opening service was the dedication of the new Concordia Gymnasium.

The gymnasium, under construction for the past year at a cost of about \$150,000, is located directly across from Craemer Hall on the Seminary campus. The building, constructed of brick, features a Lamella roof, supported by concrete buttresses. The playing court provides a college regulation court, two cross courts for intramural programs, six suspension baskets, and collapsible bleachers with seating capacity for almost 1,000. The building has two rest rooms in the entrance hall and stairways leading to the basement and balcony. The basement provides two dressing rooms, with twelve showers and lavatory facilities.

When used as an auditorium, the gymnasium has a seating capacity of 2,000. A stage, not yet completed, has two dressing rooms, with the stage proper measuring 25 by 50 feet. Concordia Gymnasium and Student Center will be used for various student programs and activities during the school year, and by organizations of our Church throughout Central Illinois.

The service was opened with a procession by the faculty, board of control, and student body. The rite of dedication was read by Dr. B. H. Selcke of Petersburg, Ill., secretary of the Board of Control, and the dedicatory address was given by Dr. J. C. Schuelke of Peoria, president of the Springfield Concordia Alumni Association.

President G. Chr. Barth in his opening address announced that an all-time high in the enrollment of our Springfield Concordia has been reached this year, with a total of 382 students. This includes 65 vicars, who are doing field work for the coming

year. The number of new students accepted is 103. Dr. Barth gave all glory and honor to God for the increased enrollment at a time when pastors are so sorely needed, and he expressed the hope that the new promised dormitory would soon become a reality to help alleviate crowded conditions.

The service was closed with prayer and benediction by Prof. Martin Coyner. Classes were resumed for the new school year Monday, Sept. 11.

CONCORDIA TEACHERS COLLEGE RIVER FOREST

New Faculty Members

Eight new members were added to our teaching staff for the school year 1950-1951.

Mr. William Hassold will teach Religion courses. He is a graduate of Concordia College, Milwaukee, and Concordia Seminary, St. Louis, where he received the degrees B. D. and S. T. M. He also attended two summer sessions at Concordia Teachers College, River Forest. He taught in our elementary school at Clintonville, Wis., for one year and at California Concordia College, Oakland, for a school year.

Mr. Kenneth Heinitz is a new instructor in the English Department. He attended St. Paul's College, Concordia, Mo.; Concordia Seminary, St. Louis; and Washington University, St. Louis. This summer he received the M. A. degree from the University of Kansas City. Last year he taught English and served as house counselor at Concordia Academy, Austin, Tex.

Mr. Victor Krause is returning to his alma mater to teach in the fields of Psychology and Education. He graduated from C. T. C. with a B. S. degree in 1940. The M. A. degree was conferred upon him in 1947 by the Teachers College at Columbia, N. Y., and he is now a candidate for the Doctor's degree at the University of Minnesota. Since his graduation from River Forest Mr. Krause

has taught in our Lutheran elementary school system in three different areas: St. John's School, Stuttgart, Ark.; Nassau Christian School, Mineola, N. Y.; and Immanuel School, Minneapolis, Minn., where he also served as principal at the latter two schools. He also taught in the 1949 summer session for emergency teacher training at Concordia College, St. Paul.

The Music Department will receive the services of three of the new members: Messrs. Ted Beck, Alfred Gras, and Miss Evelyn Heidtke. Mr. Beck graduated from River Forest in August, 1950, and previously served as an assistant music teacher at Concordia during the school year 1948-1949. Mr. Gras graduated from River Forest in 1948 and then served as an assistant in music at C. T. C., Seward, for two years. He has taken graduate work at Northwestern University. Miss Heidtke received the B. Mus. and M. Mus. degree from Northwestern University, and served as instructor in organ and piano at Dr. Martin Luther College, New Ulm, Minn., last school year. She is a member of Pi Kappa Lambda, honorary music fraternity.

Mr. Paul Grotelueschen and Mrs. Elaine Guba are the new teachers in our Training School. Mr. Grotelueschen graduated from River Forest in August, 1950. Mrs. Guba is a graduate of Valparaiso University and has taught in an elementary school for two years.

A number of our staff members after faithful service to our college transferred to other schools or other assignments. Mr. Edward Lange returned to Luther Institute, Chicago, after a year's leave of absence. Mr. Edwin Trusheim will teach at St. Louis Lutheran High School. Mr. Kenneth Breimeier accepted a call to an assistant pastorate at Grace Church, River Forest, Ill. Miss Lorraine Storz and Miss Marie Henriksen were married and resigned from their positions as music teacher and supervising teacher at the Training School respectively.

Enrollment

Enrollment figures as of September 5 indicate an all-time high for River Forest. The registrar reports the following distribution (all college students):

	Men	Women	Total
Seniors	53	11	64
Juniors	84	46	130
Sophomores	86	89	175
Freshmen	94	97	191
Total	317	243	560

OUR SEMINARIES AND COLLEGES

CONCORDIA TEACHERS COLLEGE SEWARD, NEBR.

Professor C. T. Brandhorst has been elected chairman of the Board for Audio-Visual Aids of The Lutheran Church—Missouri Synod. A former Seward student, Dr. Ernest Tiemann, who is now professor in the visual education department of the University of Indiana, is secretary of this board.

Prof. W. F. Wolbrecht, business manager, and Mr. L. E. Schlueter, purchasing agent, attended a Workshop in College Business Administration at the University of Omaha in August. The chief lecturer was Mr. John Dale Russell, head of the Division of Higher Education in the United States Office of Education. The two men picked up valuable pointers on college purchasing, budget control, and on matters pertaining to non-academic personnel. A collection of published and privately prepared materials on institutional finance was available to the small-college business managers who attended this one-week session.

Concordia High School has a total enrollment of 128, 70 boys and 58 girls. There are 31 seniors, 38 juniors, 27 sophomores, and 32 freshmen. The student breakdown of the high school department by States is as follows: Nebraska, 54; Iowa, 14; Colorado, 13; Missouri, 8; Kansas, 8; Illinois, 7; South Dakota, 5; California, 4; Minnesota, 3; North Dakota, 3; Ohio, 3; Texas, 2; Washington, 2; Oklahoma, 1; and Utah, 1.

Concordia Teachers College has a total enrollment of 245, 138 men and 107 women. There are 29 seniors, 48 juniors, 82 sophomores, and 86 freshmen. The student breakdown of the college department by States is as follows: Nebraska, 84; Kansas, 21; Iowa, 19; Missouri, 18; Minnesota, 14; California, 12; Texas, 10; Colorado, 9;

South Dakota, 7; Illinois, 7; Michigan, 5; Louisiana, 3; Wisconsin, 3; North Dakota, 4; Montana, 2; New York, 2; Washington, 2; Oklahoma, 2; Ohio, 2; Indiana, 1; Wyoming, 1; Oregon, 1. The student body includes 3 students from India and 3 from Canada.

GLENN C. EINSPAHR

CONCORDIA COLLEGE MILWAUKEE, WIS.

Eighty-six new students entered Concordia in September. Sixty of the newcomers were enrolled in the freshman high school class. President Leroy C. Rincker announced a total enrollment of 285 students. This figure does not include additional registrations after September 1.

Prof. Ewald M. Plass, librarian and professor of history at Concordia, has begun an extended leave of absence for work on a special edition of Luther's writings, translated into English. Known in many circles as the author of *This Is Luther*, Professor Plass was selected by Synod's Committee on Scholarly Research for this important project because of his thorough knowledge of Luther and the Reformation era. Commenting in a recent issue of the *Concordia Courier* on the significance of Luther as a writer, Professor Plass stated: "There is scarcely a problem of human life on which the Reformer does not have something worth while to say. . . . There remains more that is classical, both as to form and content, in the one hundred volumes of the Erlangen edition of the Reformer's works than is to be found in the complete works of other authors of note. . . . Many a gem in Luther's writings has never appeared in an English setting. The translation of the best in Luther's voluminous works is more than a century overdue, at least in America."

Most of the campus duties of Professor Plass will be taken over by Mr. Albert Bahr. During the past summer, Mr. Bahr, a graduate of Concordia Seminary, St. Louis, took courses in library science at the University of Wisconsin. He will teach classes in history and in religion. Professor Plass will continue his lectures in religion for the college sophomore class.

Mr. Edgar Krentz of Concordia Seminary, St. Louis, is serving as assistant instructor during the current school year. His subjects are mathematics and history. He is also tutoring unclassified students who need help in modern or classical languages.

CONCORDIA COLLEGIATE INSTITUTE BRONXVILLE, N. Y.

Forty-five Walther Leaguers attended the Lutheran Service Volunteer school which was held on the campus of Concordia Collegiate Institute from July 31 to August 4, both inclusive. The Rev. W. M. Wangerin, Assistant Executive Secretary of the Walther League, the Rev. Norman D. Kretzmann, pastor of Clifton Lutheran Church, Marblehead, Mass., and the Rev. George Zimmermann, assistant pastor of St. Paul's Lutheran Church, Paterson, N. J., directed the project.

The annual Reformation service sponsored by the Lutheran Education Society and conducted on the campus of Concordia took place on Sunday, September 24, at 3:30 P. M. The preacher was the Rev. Edwin E. Pieplow of Washington, D. C. His topic was "The Living Church at Work in a Dying World."

The preparatory division of Concordia opened its school year on Monday, September 11, with an enrollment of approximately 150 students. Freshman orientation for the Junior College started on September 13. September 18 was the opening day for the regular class schedule. The approximate enrollment is 100 students. Of the total of 250 students in both divisions, 82 boys and young men are preparing for the ministry, and ten of the young ladies in the college division are preparing for the teaching profession in our Lutheran elementary schools.

The Rev. Paul W. Gabbert, former pastor of Grace Church, Durham, N. C., has accepted the position of instructor in the preparatory division and is teaching in the field of social studies in the Junior College, replacing Professor Herman Grunau, who has accepted the position of librarian at Valparaiso University. Professor Louis Heinrichsmeyer has been temporarily appointed librarian of the school.

Seminary vicars Daniel De Block and Edward Saresky are teaching in the preparatory division and also serving as dormitory supervisors.

CALIFORNIA CONCORDIA COLLEGE OAKLAND, CALIF.

After forty-one years of service to California Concordia College, Prof. Theodore Brohm retired this summer as president of the school. He will continue on modified service, teaching a limited number of classes. Prof. Ernest F. Scaer has been appointed acting president until a new president is called and assumes his duties.

At the June graduation exercises the faculty and the Board of Control presented a scroll to Professor Brohm in recognition of his many years of valuable and faithful service as president. Thirty-four seniors of the academy and seven sophomores of the college department received their diplomas on this occasion. Eleven students were the recipients of scholarships and awards. The Rev. H. O. Kringel of Glendale delivered the commencement address. Student speakers were Donald Lutz of the college and Elaine Frey of the academy graduating class.

Plans are under way for the introduction of a teacher-training curriculum in the college department, as authorized by the Milwaukee convention this summer. The new program will go into effect in the fall of 1951 with the addition of courses integrated with those offered by our Seward normal school.

The Lutheran Women's Missionary League of the California and Nevada District has contributed the sum of \$800 for the purchase of audio-visual aids.

New instructors added to the 1950-51 teaching staff are Messrs. Byard Hey, Alfred Sylwester, and Werner Zanow.

The sum of \$54,879 was appropriated by the Milwaukee convention for the renovation of the dormitory. Work on this project will begin in the spring.

The opening service for the new school year was held on the morning of September 6, Acting President Ernest F. Scaer delivering the address. An enrollment of approximately 210 was announced.

BOARD FOR PARISH EDUCATION NEWS

Results of the Election at the Milwaukee Convention

The Milwaukee convention elected the following for Parish Education: Dr. Paul Bretscher, Rev. E. A. Krause, Rev. C. T. Spitz, Mr. E. C. Gutz, Dr. Paul W. Lange, Mr. John C. Pfitzer, Mr. F. L. Kuhlmann, Mr. Rex L. Becker, and Mr. Robert Steinmeyer. We are happy to welcome two new members to the Board: Mr. Rex L. Becker, a member of the firm of Froese, Maack, and Becker, Architects, and Mr. John C. Pfitzer, principal of Peace Lutheran School in St. Louis County. At the same time the Board tenders its hearty thanks to Mr. H. F. C. Roehl and Mr. John Goodbrake, retiring members of the Board. Both Mr. Goodbrake and Mr. Roehl have served the Board faithfully for many years.

Curriculum Commission Holds Its Initial Meeting

The High School Curriculum project being undertaken by the Association of Lutheran Secondary Schools got under way with a workshop held at Racine, Wis., August 9-11. Participants in the workshop were members in the Curriculum Commission: H. F. Birkmann, E. F. Eggold, A. K. Grams, H. C. Gruber, J. W. Klotz, P. W. Lange, C. S. Meyer, A. L. Miller, and E. F. Sagehorn. The members of the commission attacked the problem of determining the common elements on which the commission could agree as a foundation upon which to establish a curriculum. The commission considered the following items:

1. The criteria of Christian education
2. The objectives of Lutheran secondary education
3. The criteria for the selection of general objectives
4. Criteria for the selection of units
5. Criteria for the selection of specific objectives
6. Criteria for the selection of learning activities

The Association of Lutheran Secondary Schools is seeking to draw all Lutheran high

schools into this co-operative curriculum project. When completed, the course of study material will provide guidance for existing Lutheran high schools and will provide assistance for all new Lutheran high school projects.

The 1950 Educational Conference

The 1950 Educational Conference, held at Concordia College in Milwaukee on June 19 to 20, brought together representatives of 30 of our 32 Districts in North America, as well as representatives of the Board for Parish Education and its staff, and representatives of our St. Louis Seminary and the two teachers' colleges. The Districts reported on the Sunday school associations that had been established during the previous year. From the report it is apparent that more than 200 Sunday school associations held conferences during the spring of 1950. For the ensuing year the conference agreed to make the matter of local boards of Christian education a special project. Each District will seek to encourage congregations to establish such a board.

Lutheran Education Week, 1950

Lutheran Education Week, 1950, is receiving impressive support from our District boards of education and from our congregations. As of August 28, 228 orders have been filled by the Board for Parish Education for a variety of Lutheran Education Week materials. In addition, the Department of Publicity has received 380 orders for the tract "Everybody Needs Christian Education." The total distribution of this tract was over 75,000 copies.

Correction: On the committee to prepare a volume of sermonic material on Christian education. This matter was incorrectly reported in our June Board for Parish Education bulletin. The three members of the committee are: Dr. J. M. Weidenschilling, chairman; Prof. Alex Guebert, Concordia Seminary, St. Louis; Prof. Mark Steege, Concordia Seminary, Springfield.

EPISCOPAL PARISH SCHOOLS

According to a report in the *New Orleans Times-Picayune* in May, 1950, there is a growing interest for parish schools in the

Episcopal Church, especially in the South. The Rev. David C. Colony, rector of St. Martin's Episcopal Parish School Association, stated that eleven Episcopal schools had been established in Louisiana during the last two years and that their "spread throughout the South has been like wildfire." He pointed out that his own parish, St. Martin, had started its school in February, 1947, with one teacher and 25 pupils, and that at the time (May) they had a staff of 26 teachers and a waiting list of 500 pupils registered for the fall term.

The Rev. Mr. Colony gave as objectives of the parish schools, in the establishment of which his denomination was so vitally interested, "religious instruction, emotional guidance, and superior academic training." He charged public schools with concentrating too heavily on the materialistic, with the result that boys and girls in times of crises have no emotional resources. Of this, he said, he had seen much evidence during the war while he served as an Army chaplain. The rector finds the effect of the school in his parish reflected not only by the children, but by their parents as well. Parishioners have told him that, since the establishment of the school, "activities at St. Martin's are taking on the aspects of a real religious revival among the adults of the congregation."

The rector indicated that plans are under way for a national convention in Chicago on November 1 to 2, where an executive committee will present a training program modeled after that of the Lutheran Church.

TO KEEP RURAL CHILDREN IN SCHOOL

Rural school officials have an ally in the Fair Labor Standards Act, as amended in 1950.

It is now a violation of Federal law for a farmer whose products go into interstate commerce either directly or indirectly to hire children under 16 for work during school hours. The law, however, does not affect children working on their parent's farm or farm work done by children of any age during a school holiday, vacation, or on school days before or after school.

The Department of Labor suggests that

rural teachers have children study the child-labor provisions as part of their regular classwork. Principals and school-attendance officials are encouraged to find out the crops and areas where children are most likely to be employed and to follow up immediately on children absent from school, especially during periods when farm work is at a peak.

Children of migrant farm families are covered by the law. Rural school officials are advised by the Labor Department "to find out where these families live, arrange for their children to attend school as soon as they come into the locality, and make them feel welcome in the school."

DO YOU KNOW?

Difficulty of Teachers in Germany.—Numerous teachers in East Germany are finding it difficult to teach, as they are compelled to, according to the materialistic approach of the historian Michulin, who maintains that Christ has importance simply as a myth, and that the hero of the age of the Reformation was not Martin Luther, but Thomas Muenzer, the social revolutionary. The pupils, too, are often unwilling to accept the new doctrine.

Dutch New Testament Includes Six Versions.—According to the *Christian Century* (August 23, 1950), a new edition of the New Testament has appeared in Holland which presents six different Dutch translations in parallel columns—the Dutch Authorized (made in 1619), Lutheran and Leyden versions, the translations by Peter Canisi and A. M. Brouwer, and the recently completed version of the Netherlands Bible Society.

Schools and Sunday Schools.—Our Missouri Synod is known for its 1,244 full-time elementary schools, largest Protestant parochial school system in North America, attended by 95,000 children and taught by 3,000 teachers. In addition to promotion of the Lutheran elementary school, we emphasize the Lutheran Sunday school as a missionary agency for children who are not now receiving any Christian instruction. Our present Sunday school enrollment is nearly 400,000.

Where are the 73,000?—Our Board for

Parish Education has posed the question to Missouri Synod congregations, "What about the 73,000?" Pointing out that 453,000 children were baptized by Missouri Synod churches during the years 1921–1934, but that during the next 14 years, when these children should have reached confirmation age, only 350,000 were actually confirmed, the Board is asking member churches of the denomination to help account for the one out of eight children previously unaccounted for. Beginning a soul-accounting system with complete record files on every person baptized in the Lutheran Church is proposed by the Board, all materials for which are included in the Lutheran Education Week packets sent to every Missouri Synod congregation.

Status of Our Vacation Bible Schools.—Mr. Arthur W. Gross submitted to Educational Conference in Milwaukee the following 1949 statistics, which show the territory still to be conquered for the vacation Bible school in our Synod:

Congregations in Synod	5,036
Vacation Bible schools	1,616

Congregations to be gained	3,420
Children of school age in Synod	(ca) 325,000
Children in V. B. S.	80,000

Children to be gained	245,000
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Expensive Pest.—There are more rats than people in the United States. The food eaten by a rat in one year costs over \$2. The total food consumed by rats costs the people of the United States about \$400,000,000 a year.

More Food.—As surplus foods continued to pile up, the Department of Agriculture asked Congress for \$50 million to be used for transporting the surpluses closer to school lunch tables. Part of the money was also to be used for repackaging and reprocessing surplus foods. Congress is still considering the suggestion.

Youth Honor Day.—Overlooking the press of war legislation, the Senate passed a resolution authorizing the President to name October 31 Youth Honor Day, so that the usual pranks of Hallowe'en could be avoided "for more constructive projects."

CURRENT BOOKS AND PERIODICALS

The editorial group does not propose to abstract or review, but merely to supply descriptive notes which will aid teachers in selecting materials to meet their particular problems, needs, and interests.

Listing of a title does not constitute unqualified endorsement.

Your public library will gladly co-operate in making many of the books available to you.

The prices listed are the current list prices.

Contributors: Siegbert W. Becker, Albert V. Maurer, Carl S. Meyer, M. C. Pieper, E. H. Ruprecht, Morton A. Schroeder, Theo. G. Stelzer.

BOOKS

RELIGION

CHRISTIAN DOGMATICS. Vol. I. By Francis Pieper. St. Louis: Concordia Publishing House, 1950. 577 pages. \$3.50.

This is the first volume of Dr. Pieper's *Christliche Dogmatik*, translated by the sainted Dr. Theodore Engelder under the direction of Synod's Centennial Committee. Every Lutheran teacher who wishes to grow in the knowledge of doctrine and to become more firmly grounded in the orthodox Lutheran faith should by all means study Pieper carefully and diligently. As Pieper was a power for orthodoxy in its day, as the Foreword says, so Pieper in English will serve as a mighty force for conservative Lutheranism if only all pastors, teachers, and laymen will study this classic in the field of doctrine. The translation preserves the simple, clear, and forceful style of the original, which is rather rare today in books which purport to treat of the nature of the Christian faith. We cannot urge our teachers too strongly to add this book to their libraries and to study it often and regularly. The price is very reasonable.

S. W. B.

EDUCATION

PRACTICAL SCHOOL ADMINISTRATION. By Albert J. Huggett. Champaign, Ill.: Garrard Press, 1950. 284 pages. \$3.00.

The title of this book may cause at least two types of reactions. Those who have searched for some real help in solving the mosquitolike problems of school administration and have found mostly general principles and historical developments—those readers will undoubtedly welcome something practical on school administration. Others who are fortunate enough to have various experts on their staff to execute irritating “minor” details and who are chiefly concerned with leadership and human relations in the community—such readers may be inclined to dismiss this book as just another “kit of gadgets.”

Both types of readers, however, can well read this book with profit. The large city administrator can become more expert in giving intelligent guidance to his technical experts. The small town administrator will receive much help in executing the numerous tasks of supervision expected of him personally.

A. V. M.

THE COUNSELING INTERVIEW. By Clifford E. Erickson. New York: Prentice-Hall, Inc., 1950. 174 pages.

School, business, Governmental and social service, and industrial situations all give evidence of rapidly developing counseling services. Better human relations and adjustments are the basic purposes of counseling. The interview as a basic technique is rapidly supplementing a paper and pencil approach.

The present volume, prepared by an experienced counselor and educator, proposes to present practical suggestions for those who must interview and counsel individuals. Since

teachers interview pupils and parents frequently, the suggestions on types of problems and techniques for the interviewer should be most helpful. The rare individual who "comes by counseling naturally" might be astonished at the improvement a study of this book might suggest to him.

A. V. M.

YOU'RE GROWING UP. By Helen Shacter, Ph. D., Gladys Gardner Jenkins, M. A., and W. W. Bauer, M. D. Chicago: Scott, Foresman and Co., 1950. 320 pages. \$1.72.

Much water has flowed down the Mississippi past Hannibal, Mo., since Samuel Clemens and his classmates changed their health lesson, "The thigh-bone is the longest bone in the human body." Physiology had its day. To "Health" was added "Safety," and at long last publishers have added what students of psychosomatic medicine have known for quite a spell, namely, that emotional health must be a vital concern of everyone who deals in human relationships. The seventh-grade book of Scott Foresman's Health and Personal Development Series continues the emphasis on the emotional health aspects which are significant at the pre-adolescent stage of a child's development.

Some of the expected outcomes of teaching *You're Growing Up* include: Knowledge of physical and emotional aspects of growing up; seeking the *reasons* for behavior; achieving better relationships within the family group; more healthful living habits, with less family friction; recognition of emotional factors as a contributory cause of accidents; expanding interests of young people in the community as a whole.

The cartoon chart and Traugott's physiological drawings help visualize concepts and ideas and attitudes effectively.

E. H. R.

AND MADLY TEACH. By Mortimer Smith. Chicago: Henry Regnery Co., 1949. 107 pages. \$2.00.

The subtitle of this little book, "A Layman Looks at Public School Education," ought to have one additional word, viz., "critically." The foreword of the book, written by Bernard Iddings Bell, begins with the sentence: "American education is so defective in theory and practice as seriously to threaten the long continuance of the way of life to further which this nation was founded." The author states his "bias" (his own expression) clearly. He examines the Deweyan philosophy of education and finds it wanting. The doctrines of modern education, which he enumerates, he finds faulty. The schools, as a reflection of the spirit of the times, fail to stress individualism; again, they rely on the scientific method as the source of all truth.

Pastors, teachers, and laymen will find this book stimulating. It will give them a deeper insight into some of the fallacies of modern public education.

C. S. M.

CURRICULUM PLANNING. By Edward A. Krug. New York: Harper & Brothers, 1950. 306 pages. \$3.00.

A study of this book would benefit Lutheran elementary, high school, and college teachers because of the clear and complete discussion of effective curriculum planning. Instead of the authoritarian from-above-down approach we have here a sane, thoughtful, and forward-looking presentation of the ways in which State leadership, local leadership, teachers, lay people, and children and youth can work together most effectively to define educational purposes and to improve educational materials and procedures for achieving accepted purposes (see pp. 64-67). The all-school program includes a careful analysis of the major human needs with adequate activities and guidance in work experience and human relationships. Most helpful are the author's examples and suggestions for curriculum guides in the several instructional fields, the development of teaching-learning aids, and the true nature of the teaching-learning process. The text brings the planning down to the local school system, including administrative relationships. There is provision for research, evaluation, and experimentation. "Desirable action often includes much talking

things over, much reflective thinking, much meditative and contemplative study. It also includes making desirable changes in school program organization, in the materials we teach in the various instructional fields, in teaching procedures, in the spirit of human relationships. Curriculum development today calls for actions of many kinds on many different fronts."

T. G. S.

CHILDREN'S BOOKS

By Morton A. Schroeder

EASY BOOKS

THE EMPEROR'S NEW CLOTHES. By Hans Christian Andersen. Illustrated by Virginia Lee Burton. Boston: Houghton Mifflin, 1949. 44 pages. \$2.00.

People who enjoy Hans Christian Andersen in accepted translation may feel that Mrs. Demetrios has taken too many liberties with this classic tale. They may have a point, for nowhere is the authenticity of a Lucas and Paull translation evident.

But the book has something more than authenticity. To the already-amusing, enchanting, and breath-taking Andersen, Virginia Lee Burton adds a generous measure of her own wit and fun and humor. Her illustrations make this story live as never before. My little girl sat entranced while we paged through the book and enjoyed its boundless color, originality, and detail. She did not understand all of it, it is true; but that does not matter. There is time to learn the "moral," if you will, when she grows up.

This excellent book should find a high place on the primary grades' "favorite" list.

PAUL, THE HERO OF THE FIRE. By Edward Ardizzone. Illustrated by the author. Boston: Houghton Mifflin, 1948. 40 pages.

Edward Ardizzone's bright and splashy pictures are the only redeeming feature in this Porpoise Book. The physical make-up reminds one of England's "austerity program," of which, forsooth, it may be a part. It was originally published in that country.

The story is a far cry from the high standard set by Mr. Ardizzone in *Little Tim and the Brave Sea Captain*. It concerns one Paul, who, upon hearing of his family's dire financial straits, runs away and joins the circus. A fire gives Paul the opportunity to be a hero and to reap a hero's reward.

COCOLO. By Bettina. Illustrated by the author. New York: Harper, 1945. Unpaged. \$2.50.

Lack of previous publicity in our circles and the appearance of a sequel are reasons sufficient for discussing a five-year-old book in a column devoted to new books in children's literature.

Cocolo, the donkey; Babbo, the fisherman; Mamma; and little Lucio live quietly on the little Mediterranean island of Ravaya-Reena. Lucio is not happy when Cocolo is sold to Fussy, the spoiled, self-centered daughter of Mr. Fatimus Greedy. Cocolo is not happy either in his new home; and when Cocolo, in a fit of anger, kicks him, he sets out to find his beloved Lucio. The road home is devious, but Cocolo is finally restored to his young master, and all is well that ends well.

The many full-color, page-sized pictures are an integral part of this charming picture book for pre-school and primary children.

COCOLO COMES TO AMERICA. By Bettina. Illustrated by the author. New York: Harper, 1949. Unpaged. \$2.50.

Alike in format with its predecessor, this delightful book continues the adventures of the quiet little donkey Cocolo and his master Lucio.

Through the generosity of Mr. Fatimus Greedy, Cocolo and Lucio are able to come to America. The land is strange, and earning a living is difficult; but kind Mrs. Sarah Young, with an assist from television, helps the poor unfortunates.

Lucio's plans to bring Babbo and Mamma to America will prove a very satisfactory

ending for the young readers who may be disturbed by the thousands of miles between parents and son.

The water-color and wash drawings are as irresistible in this book as they were in *Cocolo*.

THE IMPORTANT BOOK. By Margaret Wise Brown. Illustrated by Leonard Weisgard. New York: Harper, 1949. Unpaged. \$1.50.

This colorful picture book, easy enough for pre-school children to understand, explains in a distinctly childlike way what is important about everyday experiences: spoons and shoes, wind and snow and rain, grass and flowers. What little tot will not agree that "the important thing about a shoe is that you put your foot in it"?

Enterprising primary teachers can convert the basic pattern of this book into a stimulating oral language game.

PET TALE. By Ruth and Latrobe Carroll. Illustrated by the authors. New York: Oxford, 1949. Unpaged. \$1.50.

This gay repetitive tale involves animals that are familiar to most small children: horse, donkey, lamb, pig, puppy, rabbit, mouse. The excellent illustrations and the surprise ending will fascinate youngsters and set a lot of them in search of pets for their very own.

SUN UP. By Alvin Tresselt. Illustrated by Roger Duvoisin. New York: Lothrop, 1949. Unpaged. \$2.00.

Author Tresselt has made a charming prose poem out of the everyday happenings of life on the farm. From the beginning of day until the fall of night when "all the purple night shadows woke up and stole quietly out of the corners," life flows smoothly on, punctuated only by the summer storm that arises quickly, spends itself, and passes.

Artist Duvoisin's pictures, all of which are colored, catch the writer's mood and lend themselves to the pastoral simplicity of the narrative.

STORIES

LOBLOLLY FARM. By Madye Lee Chastain. Illustrated by the author. New York: Harcourt, Brace, 1950. 227 pages. \$2.25.

City girl Melinda Hamilton spends a wonderful summer vacation on *Loblolly Farm* with her grandparents and her cousins. She find a perfect playmate in Cousin Cassie, and the girls enjoy many new experiences: prowling through a "haunted" house, exploring the bayou, attending a community song-fest, aiding in the search for neighbor Quincy Carl when he lost himself in the swamp, and helping the Firches rebuild their house after a Texas cyclone left them homeless.

Fifth- to eighth-grade children will enjoy this very real, turn-of-the-century story; and unbeknown to them, they will be exposed to an excellent practical example of what it means to live according to the Seventh Commandment: the "house-building" incident, I feel, is worth many an hour of abstract catechetical instruction.

BLUE RIBBONS FOR MEG. By Adele de Leeuw. Illustrated by "Mac" Schweitzer. Boston: Little, Brown, 1950. 145 pages. \$2.50.

Boston was the finest place on earth to Margaret, "Meg," King, and when her parents went to China and left her in care of Captain and Mrs. Armstrong at Fort Miles, S. Dak., she thought she was "being set down in the midst of nowhere." As a result, she wasn't a very lovable young lady, but she did manage to adjust herself to life at the fort. The passing of time changed the things Meg "hated"—barren prairie, horses, Indians, wild animals, and, in her opinion, uncouth children—to objects of affection so dear to her that she voluntarily chose to stay with her newly found friends and relatives, even though her parents had prepared a home for her in China.

Blue Ribbons for Meg gives an honest picture of life on a cavalry post some fifty years ago, and children in the intermediate grades will thrill to the strange and exciting life of

the unsung soldiers who conquered, kept, and added the Western plains to our great United States.

Frequent interjections of "gosh," "golly," and similar phrases add nothing to the story.

THE TOUCH OF POLLY TUCKER. By Bertha B. Moore. Grand Rapids: Eerdmans, 1950. 189 pages. \$2.00.

Worldly-minded, self-sufficient lawyer Ambrose MacCullum has money, prestige, position, and Mrs. Owens on his side, but young veterinarian Dave Harbison overcomes these advantages with a Christ-centered life, faith, and prayer to win the hand of beautiful Janet Owens. The young couple enjoys married bliss in a modest, four-room rural cottage, and soon Carol Fay is born to make their life complete.

Losing-suitor MacCullum, in the meantime, turns from his love for the material, accepts Christ as his Savior, and marries Margaret Hamilton.

The "Polly" in the title is a florist to whom the young people come for Christian advice.

It is to be regretted that the publishers make these books so singularly unattractive. Were they spruced up a bit, teen-agers might be persuaded to read books with a religious motif with pleasure and a large measure of profit. The editor might be firmer with his red pencil, too, and eliminate some of the once-in-a-while sickly sentimentality.

HISTORICAL FICTION

THE SQUIRE OF RAVENSMARK. By Edouard Sandoz. Illustrated by the author. Boston: Houghton Mifflin, 1949. 217 pages. \$2.50.

Author Sandoz does a competent job of partially filling the void in children's literature in medieval historical fiction.

Gerald, "the Squire of Ravensmark," pits his will to see a once-again-free England against Charles d'Avrelle, a treacherous French baron. Temporarily checkmated by his untimely capture and imprisonment, Gerald persists and ultimately triumphs. His victory is victory for Lady Elizabeth also. She, through the quirks of feudalism, had become the ward of this loathsome invader.

Gerald represents "knighthood in flower," and teen-agers will enjoy his story. It is full of action embossed on a background of authentic atmosphere and robust medieval life.

The full-page, black-and-white pictures are stiff and unreal. This author-illustrator paints more vividly with pen than brush.

GENTLEMEN, HUSH. By Jere Wheelwright. Illustrated by Ralph Ray. New York: Scribner's, 1948. 193 pages. \$2.50.

Set in the troubled times of the Reconstruction Period, *Gentlemen, Hush* tells the story of a trio of young Confederate soldiers trying to begin life anew after the crash of their world at Appomattox.

The main story centers about Harry Ashwood's efforts to recoup his fortunes at war-ruined Greenlawn, a 150-acre estate willed to him by his Aunt Lottie shortly after the outbreak of hostilities.

Supplementary plots include a romance between the three and Sally Fitzhugh and a murder trial involving Ash and his sometimes ungovernable temper.

The nature of the story invites improper language and unsavory incidents.

NONSENSE

THE EXTRAORDINARY EDUCATION OF JOHNNY LONGFOOT IN HIS SEARCH FOR THE MAGIC HAT. By Catherine Besterman. Illustrated by Warren Chappell. Indianapolis: Bobbs-Merrill, 1949. 158 pages. \$2.50.

Johnny Longfoot's adventures are always good for a hearty laugh, and Mrs. Besterman is adept at making the most of the ridiculous situations into which the boy manages to get himself. In her second book the author takes this very rare lad to Dustland in search of a Magic Hat which Phoebe, a displaced spider, has lost.

How Johnny and his strange companions overcome all kinds of peculiar dangers to reach their destination and then outwit Bahook the Cheater makes *The Extraordinary Education* recommended reading for middle- and upper-grade pupils.

The rich, blue, gold-stamped binding will make an eye-pleasing addition to your library shelves. Bobbs-Merrill is to be commended for the fine craftsmanship put into the "Johnny Longfoot" books.

MISS ANNA TRULY. By V. H. Drummond. Illustrated by the author. Boston: Houghton Mifflin, 1949. 40 pages. \$2.00.

Six-year-old Anna Truly went to her king to have him settle an argument. After all, it would not do to have both her family and Jon Purse's family own the same bluebell patch. The king solved the problem in a unique way, but the body of the story is in Anna's trip to London. Stationmaster, Rich Man, Taxi Man, and Policeman made it an event to be cherished for years and years. Nor will the grand ball at the royal palace fade from memory in a week or so.

Miss Anna Truly came to America via England, where she was "born" five years ago. It is too bad she didn't come sooner. Author-illustrator Drummond has dressed her little girl in charming, gay, and colorful words and pictures.

BIOGRAPHY

YOUNG NATHAN. By Marion Marsh Brown. Illustrated by Don McDonough. Philadelphia: Westminster, 1949. 191 pages. \$2.50.

Author Brown demolishes quite completely the idea that Nathan Hale did nothing more than say: "I only regret that I have but one life to lose for my country." She divides the young hero's life into four neat phases: farmer, scholar, teacher, and soldier; and then proceeds to fill in, in fictionalized form, the forces, events, and people that molded and shaped this patriot and readied him for the supreme sacrifice at the tender age of twenty-one.

Simplicity of style and vocabulary and easy-flowing narrative will prove effective antidotes to children who harbor the misbegotten notion that biography must be stale and sterile.

Young Nathan will earn all its plaudits on story alone; the illustrations are nothing more than chapter-introducing decorations, black-and-white in form and symbolic in content.

ANIMALS

VISON, THE MINK. By John and Jean George. Illustrated by Jean George. New York: Dutton, 1949. 184 pages. \$2.50.

To consider this book "excellent" would not be amiss were it the first in the genre. As it is, it must be content with a "superior" rating, for it is a carbon copy of the Georges' first book, *Vulpes, the Red Fox*.

Children, unconcerned with critical evaluation, will find the story stimulating. Beginning with Vison as "an ugly, naked animal" and continuing through his life cycle until he emerges "a large and beautiful animal," the authors weave a tapestry of nature lore rich in the sights and sounds of the Potomac River region.

Sam, an old Negro, joins hunter and trapper Will Stacks and fisherman Al Starcher in providing the human element necessary for sustained interest.

The wash drawings catch both the quiet beauty of the Maryland countryside and the savage fury of this treacherous creature as he snarled his way through life for six years until the day he "raced to his last battle."

Reference to "prehistoric creatures" (p. 92) prohibits absolute and unqualified recommendation of this truly fine book.

SCIENCE AND NATURE

HOW TO KNOW THE WILD FLOWERS. By Alfred Stefferud. Illustrated by Sidney H. Horn. New York: Holt, 1950. 144 pages. \$2.00.

Over one hundred wild flowers are adequately described in this compact, pocket-size "encyclopedia" of nature lore. The author loves nature, and he conveys his feelings to his readers by his warm enthusiasm for his subject. However, open reference to evolution prohibits unrestricted use of the book in our schools.

The pictures are done in black and white, "for color can vary even in flowers of the same genus because of amount of shade, sun, season, and other factors" (p. 15).

FROGS AND TOADS. By Herbert S. Zim. Illustrated by Joy Buba. New York: Morrow, 1950. Unpaged. \$2.00.

Dr. Zim has the happy faculty of making his subject come alive, and *Frogs and Toads* is no exception. As a result, his writings have won critical praise in many quarters. Unfortunately, his scholarship is tainted with evolution, which definitely nullifies the usefulness of his books in our schools.

In addition to evolution, the present volume has an illustration depicting the mating of frogs which, in my opinion, is neither necessary nor circumspect.

It might be well to note that *Rabbits* and *Goldfish*, two other titles in this series, are free from evolution. The latter does, however, contain one sentence which skirts dangerously near the "borderland of right and wrong."

SNAKES. By Herbert S. Zim. Illustrated by James Gordon Irving. New York: Morrow, 1949. Unpaged. \$2.00.

Visual "proof" of the existence of "dinosaurs that lived millions of years" prohibits use of this book in our schools. The book is well done in both text and illustrations, but it is not so outstanding that its exclusion from our shelves would constitute a distinct loss to the completeness of our libraries.

Snakes follows the general pattern of Dr. Zim's other science and nature books: the life story of the creature is told, do's and don'ts regarding its care are listed, and special emphasis is laid on the subject as a pet.

RELIGION

MOSES. By Katherine B. Shippen. New York: Harper, 1949. 132 pages. \$2.00.

Moses should be MUST reading for all who feel that "religious" books produced by secular publishing houses are meritorious and well worth having in our Lutheran school libraries: it is full of error, misinterpretation, rationalizing. Its entire tenor bespeaks an appalling lack of understanding on the author's part.

Miss Shippen may have visited Egypt, the Red Sea area, and Palestine; but on the basis of what she wrote, I should like to nominate her as the author who, more than anyone else, should trade her next cruise for a chair and her *Baedecker* for a Bible. Such action would better enable her to fulfill the extravagant claims of the dust jacket: "... in giving life and reality to the story, Miss Shippen has lost none of the beauty and wonder of its Biblical original."

The book does have some value, however, negative though that may be. It will turn teacher readers to the true source of Moses' life to check the "facts" which Miss Shippen shamelessly distorts to fit her preconceived notion of what Holy Writ says.

A book so patently false and misleading makes one wonder why our own publishing houses do not fill the breach and publish religious books that will be esthetically beautiful and yet factually correct.

NEW EDITIONS

JO'S BOYS. By Louisa May Alcott. Illustrated by Louis Jambor. New York: Grosset and Dunlap, 1949. 338 pages. \$1.25.

Alike in format, binding, printing, and illustration with some twenty other titles in the "Illustrated Junior Library" series, this edition of Miss Alcott's sequel to *Little Men* will be of especial interest to all who recognize the illustrator as the artist who painted some of C. P. H.'s newest religious pictures.

RECENT ARTICLES

"METHOD OF GROUPING PUPILS SHOULD PROVIDE NORMAL SOCIAL SITUATIONS." By Arthur E. Hamalainen. *The Nation's Schools*, June, 1950, pp. 34-35.

Although a short article, it is rather long in its implications. Teachers who have for some time reacted against the idea of "fast" groups and "slow" groups will welcome this explanation of heterogeneous grouping as given by a principal of a New York school.

"A DESCRIPTION OF ADMINISTRATION." By James D. Laurits. *The Harvard Educational Review*. Spring, 1950, pp. 91-102.

Mr. Laurits feels that administration can be considered as an applied social science, with basic principles and its own underlying theory. He urges school leaders to study administration in this light and thus help to train for better leadership in this field. Administration is defined by elaborating on eight of its characteristic and four of its major divisions.

Since pastors, principals, teachers, and superintendents in our circle are continually faced with administrative duties, it might be well to study this article carefully. Even though we may not agree with every thought expressed, there certainly is still much to be gained from the presentation.

"STATUTORY PROVISIONS IN 48 STATES FOR THE CERTIFICATION OF TEACHERS." By Fred Becker and L. B. Ezell. *The American School Board Journal*, August, 1950, pp. 19-21.

By means of three tables, concise explanation, and a summary of findings this article presents much information in little space. Issuing agencies, requirements for, validity of, and types or kinds of, certificates, and revocation of, and fees for, certificates are the various phases considered. It is the kind of material which would require considerable time to gather and which would be valuable to teachers, teacher-training schools, district superintendents, and placement bureaus, and even local boards of education.

"USING A 'CALCULATOR' TO DEVELOP BASIC UNDERSTANDINGS AND MEANINGS IN ARITHMETIC." By Alice Rose Carr. *The Mathematics Teacher*, May, 1950, pp. 195-196.

In this day of racing and hurrying to cover the materials of a textbook in arithmetic, teachers too often pass up opportunities to make clear the meaning - to emphasize the "why" of certain things which seem so obvious to the adult with many experiences.

Miss Carr explains how an adaptation of the old familiar abacus can be very useful in the teaching of carrying and borrowing. She also points out that it is useful in the middle and upper grades.

"TEACHING - THE FOUNTAIN OF YOUTH." By Dorothy Bogan. *Childhood Education*, May, 1950, pp. 418-420.

Many times we become dejected and depressed because of our work. It is then that we seek various ways of buoying up our spirits. Dorothy Bogan wants to be of help to us in doing this by sharing her feelings on being a teacher of six-year-olds with us. Will not take long to read, but may do much for your morale.

M. C. P.